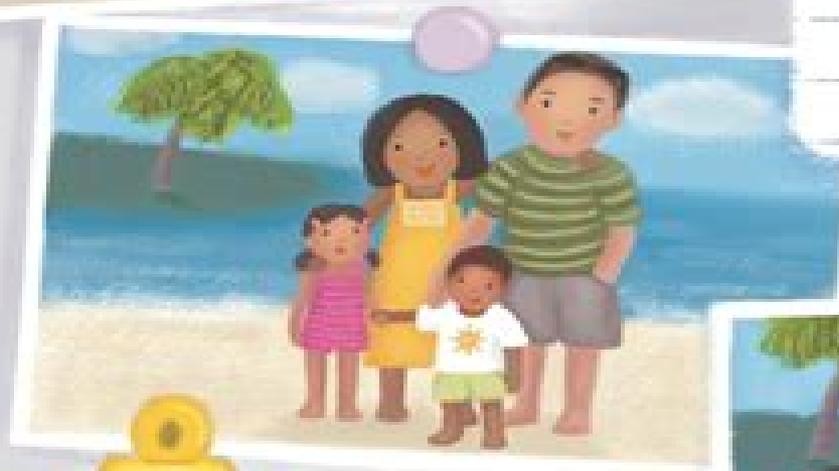


# Some Families Change



By  
Jess Galatola  
&  
Jenni Barrand



# Americas Changing Families A Guide For Educators

**Glen Gabert**



## **Americas Changing Families A Guide For Educators:**

**America's Changing Families** Karen Waggoner Appel, 1985 With new options for adoption increasing numbers of children born out of wedlock and higher incidence of divorce the composition of the American family is changing This monograph reviews the process of family change as it relates to the teacher s and school s role in helping children to cope with the adjustments family change impose The emotional mental and financial stresses of parents and children are briefly discussed as they arise in the following problem areas 1 single parent families 2 separation and divorce 3 adjustment problems of children experiencing family change 4 legal issues in the family change process 5 adjustment problems of children relating to legal issues in the family change process 6 step parenting and 7 adjustment problems to step parenting Suggestions are made for teachers and other school personnel to help children cope with these problems Resources and references are included JD Resources in Education ,1990 *Restructuring Beginning Reading with the Reading Recovery Approach* Gay Su Pinnell,1991 Suggesting that Reading Recovery belongs on the restructuring agenda of American education this booklet introduces educators and others to how Reading Recovery works how teachers are trained to use the program and how it can be implemented in a school or district Sections of the booklet are Introduction Overview of Reading Recovery How Reading Recovery Works Personnel Roles in Reading Recovery Getting Started and Reading Recovery as a Systematic Intervention RS **Raising Career Aspirations of Hispanic Girls** Josefina Villamil Tinajero, María Luisa González, Florence Dick, 1991 This pamphlet examines the conditions that put female Hispanic Americans at risk of not completing their education and not aspiring to careers and describes a program that takes advantage of the important role played by the mother in Hispanic culture The following factors make female Hispanic Americans the most at risk of all students 1 low grades and disciplinary problems 2 lack of role models 3 disproportionate levels of referrals to special education classes 4 low teacher expectations 5 lack of adequate vocational and career counseling 6 stereotypical portrayals in the curriculum 7 weak educational support at home and 8 mothers with low educational attainment and low educational expectations for their daughters The Mother Daughter Program is a collaborative program involving the University of Texas the YWCA and three El Paso Texas school districts The program targets Hispanic American female students in grade 6 and their mothers from low income families in which no member has graduated from college Mothers are a central focus of the program because their expectations involvement and role modeling have a lasting impact on their daughters educational development Participants engage in a variety of activities on local college campuses and in community service programs Hispanic American college women who serve as role models are a vital component of the program Mothers and daughters participating in the program report increased career awareness self confidence and educational aspirations A list of 20 references is appended FMW **Community Colleges in the 1990s** Glen Gabert, 1991 Designed to provide an overview of the dramatic changes affecting community college education this booklet presents a history of the movement which

established community colleges examines issues of particular importance in the 1990 s and offers predictions concerning community colleges in the 21st century Following an introduction and brief history the booklet profiles today s community colleges reviewing the mission of two year institutions and describing the characteristics which distinguish them from four year schools Then student enrollments for the 1990 s are discussed in terms of the factors contributing to projected enrollment increases This section provides vignettes profiling 13 hypothetical students and the circumstances surrounding their enrollment and highlights the demographic characteristics of the community college students of 1990 The next three sections look at curriculum and instruction staffing and finance respectively each concluding with a series of relevant questions currently facing community colleges The final section provides a series of predictions concerning the status of community colleges in the year 2000 foretelling that the student body will include more minorities and persons over the age of 55 that the majority of faculty will have been hired in the 1990 s subsequent to massive retirements and that the academic agendas of fewer community colleges will be dictated by four year institutions PAA

### **Street Gangs and the Schools**

Kevin W. Riley,1991 Schools cannot approach the problem of street gangs with the same strategies as law enforcement agencies but rather must create a nurturing environment for all students where success in school and life becomes the only attractive option for gang members Street gangs represent the racial cultural and economic diversity of American society Gangs are similar to other organizations in that they have a name claim territory have a continuous membership and distinguish themselves from other groups However to qualify as a gang the organization must be involved in criminal activity Gang involvement can range from simple admiration or identification with someone who is in a gang to classification by a law enforcement agency as a documented full participant The following factors contribute to gang involvement 1 power 2 pride 3 prestige 4 peer pressure 5 adventure 6 self preservation 7 money and 8 limited life options Schools must avoid the unproductive approach of attempting to identify and discipline gang members based on stereotyped behaviors A positive educational approach to preventing gang involvement should include the following components 1 staff development 2 values education 3 school climate 4 cultural inclusion and 5 community involvement A list of 24 references is appended FMW

**Successful Strategies for Marketing School Levies** Glenn T. Graham,Gordon L. Wise,Duane L. Bachman,1990 The use of modern marketing concepts to assist public school districts in the passage of school levies and bond issues is presented in this guidebook The modern marketing concept is based on maximizing customer satisfaction and solving the problem of the consumer Strategies are presented for conducting market analysis financing organizing and implementing the campaign targeting and registering positive voters and defining the roles of participants LMI *Whole Language* Claudia E. Cornett,Lesley A. Blankenship,1990 **Dealing with Death** Evelyn B. Kelly,1990 The intent of this fastback is to give school personnel a strategy for dealing with tragedy affecting their students approach to dealing with tragedy in a school situation The approach includes getting accurate information informing appropriate personnel procuring counseling and

educational materials involving various parents and dealing with the media Next discussed is a staff peer conference to allow staff to talk through their own grief A section on dealing with death at different age levels gives teacher suggestions for helping students who are dealing with death at the preoperational concrete operational and the formal operational stages Following this physiological and behavioral responses of bereaved students after their return to school are discussed The technique of active listening is recommended for helping the grieving student This technique involves reflecting with the student on the death being aware of the student's cognitive level responding in a timely fashion giving honest responses and providing emotional support The document concludes that with the knowledge and skills learned in a well planned inservice program teachers will be prepared to help their students in a sensitive and compassionate manner

ABL *Educating Homeless Children* James H. Stronge, Cheri Tenhouse, 1990 This publication summarizes issues relating to the education of homeless children and youth and reviews programs that are effective in the delivery of educational services to this population The report is comprised of five sections The first section Introduction surveys factors contributing to homelessness and indicates the special needs of young people who are homeless The second section Problems in Educating Homeless Children and Youth examines the following situations 1 legal barriers including residency requirements and guardianship requirements 2 financial constraints including family related financial problems and school related financial problems 3 institutional impediments including lack of records placement in inappropriate programs lack of coordination and educational performance problems and 4 social and psychological concerns including stress social acceptance and self esteem The third section Federal Legislation for the Homeless describes provisions of the Stewart B McKinney Homeless Assistance Act for homeless education The fourth section Programs that Work describes transitional programs in Tacoma Washington Salt Lake City Utah and San Diego California and mainstreamed programs in Venice California and New York City The fifth section Breaking the Cycle of Homelessness restates the need for more innovative educational programs along with economic domestic and other changes A list of 19 references is appended

AF Effective Programs for At-risk Adolescents John W. Dougherty, 1990 Students considered at risk are defined as students who lack a sense of identity personal connectedness and personal power Another characteristic of at risk students is the role parents play or fail to play in the at risk behavior A case is made for all students being at risk at some point in their lives Four programs were designed and implemented to help at risk and marginal students at one junior high school The four programs include the OK Club the Quest for Success Skills Program the I CANN Individualized Course Alternative Now or Never and the Student Assistance Council The OK Club is designed to build self esteem and to provide after school support and requires a strong parental component The Quest for Success Skills Program is a transition program which prepares at risk sixth graders for junior high school The I CANN Program provides counseling development of self esteem and a hands on curriculum It also has a strong parental component The Student Assistance Council involves a staff team that assesses the needs of at risk students and recommends actions to

address those needs A successful program must begin with an attitude of caring This caring attitude must be reflected by the total school staff toward every student and his or her family ABL

**The Case for School-based Health Clinics** Dean F. Miller,1990

**Developing Children's Creative Thinking Through the Arts** Florence Christoplos,Peter J. Valletutti,1990

Discussion of painting music dance and movement and drama as creative expression and activity Student Privacy in the Classroom Edward B. Jenkinson,1990

**Public Schools as Public Forums** Jan C. Robbins,1990

Promoting Voluntary Reading in School and Home Lesley Mandel Morrow,1985 This booklet describes methods that teachers can use in recreational reading in early childhood and elementary classrooms and suggests ways to help parents promote voluntary reading in their children The first section deals with Promoting Voluntary Reading through Classroom Library Corners Discussed are the value of classroom library corners their physical features their management books and materials to use and how to integrate instructional activities with the library corner Comments of teachers and students about library corners are included The second section deals with The Teacher as Facilitator of Voluntary Reading Teacher attitudes recreational reading periods and reading activities for children are discussed The third section deals with Promoting Voluntary Reading in the Home Discussed are research on home influence on voluntary reading what teachers can do to promote voluntary reading at home and parents responses to home reading programs Also included is a parents checklist for promoting voluntary reading at home The concluding section discusses Reading by Choice Not by Coercion The booklet concludes with references RM

**Improving Home-school Communications** Edward Earl Gotts,Richard F. Purnell,1985 Communicating effectively with parents and the wider community is important to schools for a number of reasons Community members are more supportive of schools that they feel they understand and the significant role parents play in their children s education can only be affected by the schools if effective communication exists Four methods of communication are especially useful with groups of parents newsletters open houses handbooks and parent organizations Communicating with parents individually may involve parent teacher conferences home visits interviews and phone calls or letters Efforts to inform parents should be continued through their children s secondary school years because parental interest remains high even though their active participation is often reduced Effective use of the kinds of communication covered here can serve as a starting point for broader school community relations efforts These efforts include soliciting citizen involvement as volunteers in the schools and developing partnerships with community businesses Resource materials providing useful information on various aspects of school community relations are cited throughout this publication PGD

Pros and Cons of Merit Pay Susan Moore Johnson,1984 This booklet examines the premises practicalities history and politics of merit pay for teachers A discussion of the current context of the merit pay debate focuses on the claims made for merit pay programs and the assumptions behind the proposals Following an analysis of similarities and contrasts among merit pay plans the author gives special consideration to the issues in selecting outstanding teachers performance criteria quotas per district temporary

or permanent awards and the problems of evaluation With the history of merit pay debate as a background arguments for and against the concept are then summarized Since arguments for merit pay are often drawn from the analogy with business a review of the use of merit pay in business and government concentrates on the government's degree of success in adapting merit pay principles to the public sector The characteristics of a school are then compared to those of businesses where merit pay has been successful Finally the author projects the political prospects of merit pay and assesses its worth in school reform JW **Journal of School Leadership**, 1993 **Learning Through Laughter** Claudia E. Cornett, 1986 Focusing on humor as a powerful instructional resource this booklet addresses a variety of issues regarding humor in the elementary and secondary classroom Thirteen ways in which humor can help teachers to achieve educational goals are presented specifically that it 1 attracts attention and provokes thought 2 liberates creative capacities 3 helps gain friends 4 improves communication 5 soothes difficult moments 6 can stimulate intercultural study 7 promotes health 8 develops a positive attitude and self image 9 motivates and energizes 10 solves problems 11 increases quality and quantity of students reading 12 reinforces desired behaviors and 13 has entertainment value An age based developmental sequence of a child's sense of humor derived from various cognitive stage theories is outlined Next the booklet postulates that knowledge of this progression and an awareness of the nature of humor enables teachers to help students analyze their own sense of humor use humor appropriately in social situations and speak and write creatively The physical aspects of humor and the superiority and incongruity theories of humor are discussed and 11 reasons for including humor in one's daily routine to relieve stress are presented Finally a list of 49 currently used practical teaching ideas for employing humor in the classroom are offered A bibliography is included JD

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einen natürlichen hintergrund so gehen die spezifischen phobien auf urängste der menschen zurück die in früheren zeiten eine rolle spielten als die angst vor raubkatzen wölfen schlangen und giftigen spinnen

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