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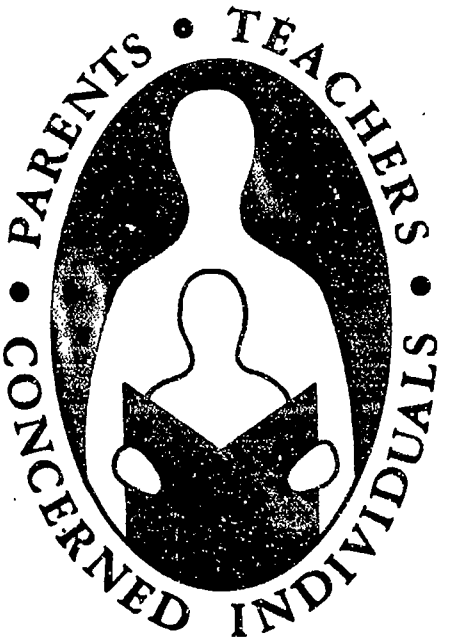
ABSTRACT

This conference was designed to provide a forum for the exchange of ideas on how parents, teachers, and other concerned individuals can contribute to strengthening the educational support system, and to generate practical information on strategies to improve achievement levels of youth. The first article, titled "Conference Program Prospectus" by Louise M. Tomlinson, offers a rationale for the conference, describes the conference structure, and notes its intended outcome as a program model to be replicated. The proceedings document then provides: (1) an outline of a keynote address by Edmund W. Gordon titled "Building Support in the Home and Community for Intellectual Development and Academic Achievement in Students"; (2) concurrent presentations titled "A Study of Ways Parents Enhance Their Children's Prereading Skills" (Dolores J. Dantzler-Wolfe); "Discipline vs. Punishment" (Anne Hall); "Cocaine Babies" (Diane E. Dunston); "Foster Care" (Danny Stevens); "Elementary and Middle Summer School Programs" (James Washington, Jr.); "The Role of the Parent in Educating the Gifted and Talented Minority Child" (Mary M. Frasier); and "An Alternative School Program" (Jeff Pottinger); (3) outlines of task force reports on keeping children in school, community networking, and parent rights and responsibilities; and (4) a reaction to the task force reports by Jack O. Jenkins. Some papers contain references. (JDD)



THE IMPERATIVE EDUCATIONAL NETWORK: Parents, Teachers, and Concerned Individuals

Volume 2

Sponsored by
Clarke County School District Office
The University of Georgia
Georgia Center for Continuing Education
Clarke County Branch of the N.A.A.C.P.
National Council of Negro Women
Southern Bell

The Imperative Educational Network Conference 1990

Volume 2

Louise M. Tomlinson, Editor

The University of Georgia

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Conference Program Prospectus

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In response to the call for parent involvement in the education of our youth that has been recognized by educational leaders at local, state, and national levels, as well as the need for a synergetic relationship between parents, teachers, and tutors of our immediate communities, we propose a conference addressing the theme of "The Imperative Educational Network: Parents, Teachers, and Concerned Individuals" to be supported by community service agencies, the public school system, and continuing higher education.

Rationale

Statistics on the educational achievement of the youth of our nation and forecasts of the capability of the nation to deal with future challenges all indicate that our educational support systems need to be strengthened. The greatest

declines in educational achievement among youth can be found in the minority populations; blacks, Hispanics, and American Indians, and particularly among black males (Wilson and Carter 1988). These current statistics pose an imminent threat to the future well being of our nation when, "between 1985 and 2000, minority workers will make up one-third of the net additions to the U.S. labor force" and "by the turn of the century, 21.8 million of the 140.4 million people in the labor force will be non-white" (The Commission on Minority Participation in Education and American Life 1988).

It should also be noted that this decline in the educational achievement levels of our youth is just as well a non-minority problem, as evidenced by a recent and intensive analysis of the economic performance and future of our country. This analysis reemphasizes a conclusion of the 1983 National Commission on Excellence in Education that "for the first time in the history of our country, the educational skills of one generation will not surpass, will not equal, will not even approach, those of their parents" (Peterson 1987). No doubt, this statement holds implications for non-minorities, since, to date, minority youth have continued to exceed their parents' educational achievement levels for the aggregate. Peterson goes on to cite the prediction of a study by the Committee for Economic Development that, "without major educational change, by the year 2000 we will have turned out close to 20 million young people with no productive place in society."

How will this affect us? The consequences for the current adult employment force will be manifest when "by the year 2030, there will be about 50 Social Security beneficiaries per 100 workers" and "the work force of that time will include a much higher percentage of minority workers" (The Commission on Minority Participation in Education and American Life 1988).

What can we do? It is time to recognize that the problems cannot be solved simply within the framework of legislators and administrators who trust each other to make informed decisions. It is time to recognize that well-intentioned programs cannot be optimally successful without the support of the parents who send their children into the school systems. Parents must be informed of how they can help teachers, and teachers of how they can help parents to support the youth of our nation. Rather than the traditional focus on education from the top of a hierarchy wherein legislators, the media, school boards and administrators pass decisions down to teachers, students and parents, the hierarchy of influence and responsibility needs to be reversed and importance must be placed on the voices and needs of parents, students, and teachers who can guide and inform decisions made by the other members of the hierchical base (Koppman 1989).

Many states in the nation have responded to the need for parent education and involvement in the educational process of youth through specially sponsored programs at all levels. For instance, in the state of Wisconsin there are intensive efforts to support the role of the family in education through ongoing programs initiated by the Department of Public Instruction. Their efforts were launched in the 1987-88 school year which was dubbed the "Year of the Family in Education" and participation was recruited from business and industry, the media, education interest groups, human services agencies, higher education and community residents. In the State of Georgia, local examples of related efforts are evident in programs such as the Barnett Shoals Elementary School's "Super Saturday" project in Athens, initiated two years ago to strengthen the relationship between families, staff and community and in the creation of a Student Support Services program, in the Clark County School District Office, to pro-

vide intervention for students "at risk" through the efforts of a multidisciplinary staff.

In keeping with the need for greater emphasis on the parent in the educational network, we propose a conference launched by the efforts of the "Clarke County Branch of the N.A.A.C.P., National Council of Negro Women, and Southern Bell."

Goals

The goals of the conference program are to:

- demonstrate an interest in parent participation in the exchange of ideas between community support services, the educational; agencies, and higher education
- provide a forum for the exchange of ideas relevant to how parents and teachers and other concerned individuals can contribute to the strengthening of the educational support system
- generate practical information on strategies to improve the achievement levels of our youth

Intended Outcomes

The intended outcomes of the conference program are:

- enhanced interest and appreciation for the complexity of the challenge of parent/teacher relationships
- useful exchange of relevant ideas for parents and teachers to put into practice
- initiation of an exchange that will continue

- achievement of a program model that can be replicated throughout the state

The *General Session* will open the conference program, inform those present of the goals of the program, inform the audience of its representation and diversity and facilitate the keynote speaker who will illuminate related issues from a national perspective and motivate the audience to be actively engaged in the conference agenda.

The *Concurrent Sessions* will facilitate invited presenters who can share practical information on the topics identified. For each topic, a panel of three presenters can be arranged to provide diversity and comprehensive scope.

The *Task Force Sessions* will utilize invited discussion leaders to facilitate the group exchange of practical approaches to addressing identified needs and issues. Each discussion leader will be assisted by a recorder who will take notes to be presented at the Closing Session. (A majority of Task Force participants will be preassigned—by their choice—to each session.)

The Closing Session will facilitate the presentation of Task Force recommendations and the enlistment or announcement of follow-up activities.

Desired Participation

The conference program will recruit parents, teachers, tutors, teacher educators, students of education, school administrators, and administrators and staff of community support service programs to be a part of its audience. The core of the parent participants will be from the Athens and Atlanta area and other participants will represent statewide participation.

Desired Follow-Up

The conference program hopes to generate activity beyond the program day. On a long-term basis, it is hoped that this program will be the first of an annual schedule. On a short-term basis it is hoped that some of the following involvement will be generated:

- local task force sessions conducted by school and community agencies throughout the state
- a series of possibly three teleconference sessions during the year across the 23-site down-link network of the Georgia Center for Continuing Education (statewide) to provide a panel discussion and a call-in question/answer session on target issues related to the conference theme
- publication of the proceedings of the conference for selected distribution

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Building Support in the Home and Community for Intellectual Development and Academic Achievement in Students
(Outline of Keynote Address)

Dr. Edmund W. Gordon
John M. Musser, Professor of Psychology
Yale University
New Haven, Connecticut

1. Modernity and the changing demands for intellective competence
   - A. Informed consent and participatory democracy
   - B. Cybernetics and advanced technology
   - C. Multi-national economic colonialism
   - D. Varieties of critical literacy
   - E. Affective/cognitive development and critical interpretation

2. The socio-cultural context of cognitive development
   - A. Nature and nurture in the development of intellect
   - B. The social nature and docility of the human species
   - C. Cultural experience and the shaping of affective and cognitive functions
   - D. Social structures and the facilitation/frustration of critical interpretive human agency

3. The conditional correlates of intellective competence
   - A. Expectation
   - B. Task demands
   - C. Models
   - D. Mediation of learning
   - E. Resource availability and utilization

F. Opportunities: Perceived and Real
G. Structures and guidance
H. Climate
I. Reinforcement

4. What adults can demand of schools for students
   A. An invitation to learning
   B. Wholesome and competent adult models
   C. The modification of affective and cognitive functions
   D. Learning to learn, to value and to choose
   E. The development of multicultural competence
   F. The mastery of essential knowledge structures, meta-cognitive strategies and academic skills
   G. The development of intellect and the discipline of critical inquiry

5. What adults can do to support the education of students
   A. Home as the first educator and foundation for continuing education
   B. Dispositions and habits of mind may begin with mother's milk
   C. Children learn and live what they see and experience
   D. Adults as models, tutors and sources of motivation
   E. Adults as coaches, cheerleaders and runners of interference
   F. Adults as managers of the contingencies that frame the lives of children
   G. Family and community as the context for development
   F. Family and community as sources of enablement and empowerment

A Study of Ways Parents Enhance Their Children's Prereading Skills

Dr. Dolores J. Dantzler-Wolfe

Assistant Professor Education
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Fayetteville, North Carolina

We often talk about reading problems, but we seldom state precise ways these problems can be solved. It seems a foregone conclusion that the reading problems with which we are faced in our schools must be challenged differently if our children are to succeed. We can no longer wait for our children to go to school to learn to read. We, the parents, must begin to teach our children how to read from birth. It is with this thought in mind that I did some research a few years ago to determine what some parents do to encourage their children to read.

This research was entitled "A Study of Ways Parents Enhance Their Children's Prereading Skills." This was a pilot study designed to determine ways parents and/or significant

others help their children acquire early reading readiness skills. There were fourteen participants in the study who were of varied racial and occupational backgrounds. Their races included one Pakistani Indian female, nine African-American (Black) females, two Euro-American (white) males, one African male and one African-American (Black) male. The participants' occupations differed. There were four college professors, two college administrative assistants, two college students (one a clerk), one high school teacher, one high school librarian, one preschool teacher, and one executive contractor. On the whole, the participants had college backgrounds.

The ages of the participants' children ranged from four years, the oldest, to four months, the youngest. Three of the fourteen participants had two children, one had five, one had four, and nine participants had only one child each described in this study. At this point, you should be reminded that the parents who participated were very much concerned about their children and how children learn to read because this was a very involved study. The questionnaire was quite lengthy—fifteen pages consisting of the following five categories:

Category I
Child Interacting With Parent or Significant Other

Category II
Child Interacting With Other Things Inside Home

Category III
Learning of Early Reading Readiness Skills

Category IV
Child's Learning of Direct Experiences Outside the Home

Category V
Factors Which Affect Child's Reading Readiness

Each of the mentioned categories had a substantial number of questions. Rather than provide the results of each response, it would be more beneficial here to provide you *the most concrete* ideas for use with your children. These areas—skills, which we know to be most conducive (most directly related) to *learning how to read*, will be summarized.

The majority point of view of the participants will be given. According to the results of this study, the parent *listens* to the child, *talks* to the child, provides an atmosphere where the child *asks questions*, and the parent takes time to *answer the questions* accurately. The child *owns books*, and the child selects books (referring to the older children whose parents participated in the study). As the parent's encouragement for the child to become interested in reading, the parent *reads in front of the child*. The parent *plays games* with the child, *sings to it*, and the child sings. The parent *recites* to the child, says *nursery rhymes*, and the child says the rhymes. The child *listens to music*. The parent is *loving*—hugs the child every day. The parent, in talking to the child, explains what he/she is doing when working around the house.

This is an environment where the *family eats together*, and they talk while they are eating. These are the children of *parents who tell stories*. Not only do the children listen to books being read to them, they listen to their parents talking to them and telling stories to them. These children also *manipulate* things, they *color* with crayons, *paint* with water colors, finger paint to some extent and they *write* with pencils. They *scribble*. This scribbling later becomes writing.

Children's Prereading Skills

Even though you may realize a need to do the mentioned activities, you probably wonder how much time these parents spent involved in these activities. One of the questions, Category I, number 34, pertained to the amount of time per activity. The participants were asked to indicate time spent reading to child, singing to child, saying nursery rhymes to child, letting child scribble, and listening to child read to them. Table 1 on the following page indicates the participants' responses to this question.

According to information in Table 1, ten (10) participants indicated that they *read* every day *to their children*. One (1) read three times a week, one (1), the psychology professor, indicated "NA" (nonapplicable), and two (2) did not respond.

Four (4) participants indicated time spent *taking children to the library*. Five (5) participants indicated "NA." One (1) indicated none for no time, and four (4) did not respond. Eight (8) participants indicated time spent *telling their children stories*. One (1) indicated "NA." Five (5) did not respond.

Nine (9) participants indicated time spent *singing to their children*, one (1) indicated "NA," and four (4) did not respond. Seven (7) participants indicated time spent *saying nursery rhymes to their children*. One (1) indicated "NA." Six (6) did not respond.

Ten (10) participants indicated *time spent scribbling*. One (1) participant, the parent of the 4 month old, indicated "NA." Three (3) did not respond.

As for *listening to child read*, one (1) participant indicated "He *points to pictures*." Six (6) participant indicated "NA." Seven (7), two with question (?) marks, did not respond.

Although the mentioned activities are somewhat academic, there were other activities to which the participants responded that were not quite as academic, but quite important to children's mental, social and emotional growth. For instance, when their parents were asked about their children's television habits, they indicated that their children did watch TV, and the most popular show was "Sesame Street."

These children had many educational toys. They were taught the names of letters gradually. One of the things not done by some of the parents was to ***label*** things in the home, especially in the kitchen area. This should be a must for all parents. When children see labeled items, they begin to associate the names with the items, thus reading. Children in environments which enhance their preschool reading readiness skills come in contact with words. Where?

According to the results of this study, most words with which the children came in contact, were learned from *books*, *road signs* and *objects in the home*. These children also read *pictures*. (Some picture books have words and some do not.) These are the children who could recognize, to some extent, shapes such as squares, circles and triangles. The attention span of these children was somewhat long and they *wanted* to read. They *liked* to be read to. When read to, they could recognize the names of the characters. They spoke in complete sentences, and they usually used left-to-right progression on a page, and they began to read and/or look at books at the front of the book.

The parents who participated in this study **strongly believed children should know how to read *before* going to kindergarten**. This is somewhat questionable by many people. Based on what we know children can do, and based on what they are doing when left for others to teach

them reading readiness skills, it seems a **must** that parents teach (that is, provide the atmosphere that is conducive to learning how to read). It should be understood that reading before school **should be incidental and not mandatory**.

Children who read early, and who are in reading environments, have parents who do many things with them such as *walking* them, *talking to* them while walking, taking them out to eat at restaurants (teaching table manners while out and at home), *recognizing names along the highway* and names of street signs. They take their children *grocery shopping*, shopping for clothes and other items, and they explain to the child what the child sees when they are shopping. They *help the child recognize names of products*. According to the results of this study, these children do attend Day Care Centers and they do go to *museums* and *places of cultural enrichment*.

In terms of health, the parents involved in this study took their children to their pediatrician regularly, and their children were physically, emotionally, socially and mentally healthy. According to the parents, their children did get proper *rest* and proper *nutrition*.

At this point, it should be understood that trying to help your child learn how to read involves how you love your child—how you care for your child, how you take care of your child's health, how you involve your child in direct and indirect experiences, how your child sees you reading, and how you communicate with your child at all times. Reading is a communication skill. It is obvious, from the results of this study, that you must prepare yourselves before birth (physically and mentally), during birth and after birth for this challenge. If you are to give your child the key to achievement, which is reading, you must begin a long journey before you give birth by being in the best of health, and by providing a

loving, learning, enriching reading environment after birth. Let us give our children AIRE (An Incidental Reading Environment) in order that they can set their sights ever so high and they, not just anyone, can determine how high they will rise. Let us provide our children with the key to achievement—the ability to read. Let us read.

Table 1
Time Parents Spend With Children Developing
Reading Readiness Activities

Age	Going To Reading	Telling Library	Singing Stories	Saying N. to Child	Rhymes	Listening to Scribbling	Child read
4 y.	2 h. D.		2 h. D.	1/2 h.	1 w.	1 ?	
18 m.	30 m. D.	NA	3 X wk.	every bath	once in a while	2 X wk.	NA
4 m.	10-20 m. D.	NA	10 20 m. D.	10-20 m. D.	10-20 m. D.	NA	NA
22 m.	NA	NA	NA	NA	NA	NA	NA
2 y	15 m. D.	NA	15 m. D.	15 m. D.	15 m. D.	30 m. D.	NA
12.5 M	3 x wk.		h. D				
3 y. 11 m	11/2 h. D.	2 h. M.	. 5 D.	.5 D.		3 h. W.	
10 m.							
2 y. 10 m.	3 x wk.				1 w.	w.	
2 y. 10 m.	1 h.D. 3 x wk.	twice month				every day	?
3 y.	15 m. D.	30 m. W.	10 m. D.	5. m. D.		15 m.	NA
22 m.	1/2 h. D.	none	- 3/4 D.	h. D.	h. D.	h. D.	?
1 y. 10 m.	1/2 h. D.						He points to pict.
1 y. 10 m.	2 h. D.	NA	2 h. D.	1 h. D.	1 h. D.	1 h. D.	NA

Abbreviations Used in Table 1: hour or hours (h.), Daily D.), Week (w. or wk.), minutes (m.), nonapplicable (NA), time (x), Month (M.), questionable response (?), year (y.), months (M.)

Discipline vs. Punishment

Anne Hall

Georgians for Positive School Discipline

I'm a parent...

I became interested in this subject about 3 years ago when my oldest son started kindergarten and I began to do some research about discipline and punishment. I learned that children do have to be taught discipline, they're not born with it, and while teaching discipline does take time and practice, it does get easier and easier as time goes by. Children learn to control their own behavior, and we must accept that some misbehavior does occur during the normal process of growing up and that, as adults, we must teach children more appropriate behavior. Rather than getting back at children for misbehavior, we must teach children the discipline necessary for successful functioning in life.

Today, our lifestyle is changing, as Dr. Gordon said, we are no longer the small rural farming areas. We are involved in fast paced lifestyles—job opportunities are different (with the new technologies) and individuals are required to make many

decisions about their lives. No one is there to tell you what to do—it's not very simple. People need to learn to actively think to make new decisions every day, and self-control is acquired by having learned socially acceptable behaviors.

What is punishment? Punishment is the affliction of pain —be it physical or psychological. Punishment is negative and discipline is not. Children who are repeatedly "disciplined by punishment" learn to avoid getting caught. Children who are disciplined will do what is right even when no one is looking. When you come to a stop sign—do you stop?—Do you decide that the only reason you're going to stop at the stop sign is because there's a policeman there? Or is it that you know that you're going to stop because it's the safe thing to do—you're going to follow the rules because you know it's the right thing to do and not because there's no one there to catch you.

You can make children behave by using force and fear and punishment—you can make them behave. But, each of these methods implies that the care giver is superior. Rather than leading the child to inner control, they make the child angry, fearful, resentful and dependent upon force. Punishment lowers self-esteems, reduces self-dignity, inhibits effective communication, and increases feelings of helplessness and alienation. When spanking is used, it teaches children that violence is an acceptable way to solve their problems.

There is no research that supports the use of punishment to change another person's behavior. One of the things that has really impressed me is that, in all the research that has been gathered on this subject, none of it supports the use of punishment as a method of changing someone's behavior. It is estimated that half the American homes are scenes of domestic violence each year. Sixty percent of parents admit to using physical punishment with their children. (I keep hearing different statistics on this.) Then they say that one-

third of married couples feel that hitting a spouse is acceptable—whether it's wife-battering or husband-battering.

Now, although Americans are totally shocked by brutality and terrorism, more violence occurs between American parents and their children than in any other civilized country. Corporal punishment is based on custom, tradition and usage. I'll ask many people "why do we use corporal punishment"? They'll say, "Well, it's a traditional thing, we've always done it—it's a custom, and that's all we've ever used." Well, why do we use corporal punishment"? Is it because if we don't punish kids they'll try to get away with murder? Or, is it because we don't know what else to do, or do we believe that it's the only thing that they'll understand? Corporal punishment does not teach children how to think—it teaches them how to obey.

What do we want our children to learn today? It has been deeply ingrained in our southern culture, yet, in the last few years, many parents and educators have stopped using the practice of corporal punishment. In Northeast Georgia, just recently, a county adjacent to this county has eliminated the use. They realized that the alternatives that they have been using have been very effective and that they don't really need it. In the county that my children go to school in, Habersham County, they abolished corporal punishment two years ago and the reason that the Superintendent of Schools in that county abolished it is that one of the school counselors had come up with an informal study and realized that the majority of the children that were being paddled in the Habersham County schools were many of the same children that were being reported to the Department of Family and Children Services for being abused in the home.

In White County it has also been abolished; Commerce, Jefferson, and Dalton. Atlanta and Fulton County abolished

it in the 70's. The big cities and the rural areas have been quite successful doing this along with, of course, the other states and all of Europe, Russia, Japan—and many other countries.

What is discipline? Discipline means to teach and train. Discipline involves both preventive and corrective procedures for helping children take charge of their own lives and make decisions and learn from the consequences of those decisions. If we think of discipline, not as a way to be in charge of or in control of, but as a learning process for children, eventually, children will become self-disciplined—that should be the goal. Unfo. unately, there are no easy answers or instant solutions for achieving discipline. Why corporal punishment has been used in a lot of schools is because it has been thought that when an educator is angry or frustrated, the quick easy way to solve that problem is to paddle. But, each human being on earth is different. Every day is different, every situation is different. Parents and educators can use their minds and the knowledge that they hold to make judgements in each situation to solve a problem. However, you still may ask "At what point is it alright to punish a child who ignores or defies you?" A child should experience the consequences of his/her misbehavior, but not punishment. In a caring relationship, there is no room for punishment. There are proven ways to reinforce good behavior and minimize misbehavior. Although they may not appear to get the quick results that you might like, they are safer, more natural and more humanistic. They involve treating children with respect, giving more praise, more encouragement, and recognition for good behavior. We all seek good behavior but lots of people, including children, will misbehave to get attention.

A friend of mine has three daughters, and I saw her the other night. Since they no longer have corporal punishment in Habersham County, they have come up with new ideas

and new approaches. One of the things they've done at the school is to use praise, and they've brought in some outsiders from Ethicon and they'll go around the school and point out some children that they see being good—"catch them being good." Well my friend was so proud of her children—one's in kindergarten, one's in third grade and the other is in sixth grade—all came home with little certificates that they were being good. Well, she said "I wish they would be good when they're at home—how come they're good when they're at school?"

There's lots of things that we can do to help children learn self-control—looking at them when we're talking to them, really listening, observing, planning ahead. Children need to know your schedule in the classroom and at home—for example "you have 15 minutes" or "five minutes and then your time is up"—it's nice to plan ahead so that they know what's going to happen. You need to set your limits, tell them specifically what is expected. Don't just say "go clean your room"—you need to say "I want your clothes picked up off the floor, your toys put away, and your bed made." Follow through—correcting misbehavior by talking to them and showing them, by your example, how a person with self-control acts. If I get angry and lose self-control, then that's it—children won't remember all the times I've been nice to them —they'll remember the time that I lost it.

You want to show children how to use self-control—you don't want to lash out at them or slap them or hit them. You can provide natural and logical consequences to actions and be firm and consistent. In the classroom, at school, or at home, if the child throws something he picks it up—if a child writes on the walls, he cleans it off. That's a logical consequence. In all of this one of the main tools is using a sense of humor, too—everybody needs that. There are also many

books on positive discipline one of which is entitled "Don't Take It out on Your Kids," by Katherine Kersey.

Discipline skills have to be learned and practiced and that's why I keep reading on this topic. However, things only get better when punishment gets replaced by discipline. A positive school environment is one where there is a positive discipline policy and where parents are welcomed into the school to get involved in the school's activities. The schools are much better, I think, when the parents are welcomed. When a parent is called in about a problem with a child, the message sent should be "How can we work together to help your child solve this problem?" It shouldn't be "your son or your daughter has just totally disrupted my classroomwhat are you going to do about it?" We need to work together to solve the problems. Successful systems treat parents and teachers as partners.

Discipline is how adults teach children to grow to be happy with themselves and well-adjusted members of society. We are our children's mirrors—they look into our faces to see who they are. We serve as models of the mature responsible behavior we seek to build in them. We are a model. Actions speak very loudly. It frightens me to think that in many of the schools children are learning in fear of punishment by a paddle. When I learned that on the first day of school paddles were waived in front of the children—hit on desks—it scared me, and so, I thought, teachers need to have inservice training to learn other ways of disciplining children.

If you want children to obey rules, to solve their own problems, to control their irritation and anger without doing any damage, to be respectful of their needs and to be just as respectful of our needs, and to live in peace with others, we must live that way, too. An effective school discipline system is achieved by combining reasonable rules, natural and logical

consequences for them, with a supportive, cooperative relationship among administrators, teachers, children and parents. Including parents in the community is a vital step toward meeting the needs of our schools today. I'm very pleased to see that Clarke County is addressing that and bringing in the community and parents with the schools to work these problems out.

Cocaine Babies

Diane E. Dunston, M.D.

Athens Neighborhood Center

I enjoyed the talk on discipline and I would also like to say a few words about discipline before I speak about the at risk child—particularly cocaine babies. As a pediatrician, I work with parents and children all the time.

Yesterday in the office, I walked into the exam room and a sweet mother was sitting beside an adorable 18 month old son. She had a belt in her hand. The little one was sitting very nicely with a book that was left in the waiting room. The mother was very happy and the little boy appeared happy—stiff—but the belt was there—and my first thought was how do I approach this. This was a new patient and I had to decide how to address this issue—discipline is such an important issue but punishment is a big part of our society because we have a very violent society. In a very busy practice, with a great deal of demands on me, I had to decide, in taking care of this child, how I would deal with it, and, basically, in everything that we do there is a cooperative aspect in dealing with the mother and the child.

I felt that the best thing I could do, at that point, for that child and the mother, was to form a nice bond between mother child and myself—totally ignore the belt and see if I could get it out of the picture. The little boy was excellent and we talked and had a good time. The mother put the belt down after a while and it was totally out of the picture during the visit.

Sometimes the mother would say "oh he's going to do something now"—but as long as I kept talking about what a good boy he was and how bright he was, it went well.

I get a lot of questions from parents. For example, they ask "Should I ever hit the child?" What should I say to them? Never. It's hard for me because I was raised with punishment in the school and at home. We must ask "is there ever a time when we should hit a child?" The answer should be "no." But, there should never be a time when a child has to be hit *or* when a mother has to be hit by the spouse. Violence is, however, a big part of our society—it's not just the school or the home—it's our society.

I have been reviewing the literature on children exposed to cocaine, because of the cocaine epidemic in our country. Unfortunately, we are not winning the war on drugs. We know that and the neonate, the fetus, is one of the big victims of the cocaine/crack epidemic, especially, in our big cities. We have been fortunate in Athens, since we are smaller, in that we don't see the immediate effects of what's happening nationwide. However, we can expect that we will, if we don't prepare ourselves and if we don't do those things necessary for prevention. Prevention is really the key. Waiting until we have a status like New York, Florida, or Boston, of border babies—these are babies who are left after being born to addicted mothers—waiting until these children are in our

schools where we don't know what to do with them, is just too late.

Hopefully, what we'll do here in Athens and continue to do in terms of our fight against drugs in our society is to offer the people at risk some hope other than drugs. We don't live in an ideal society and I know that everyone is interested in this problem since it's a big media event—it brings a lot of attention when you hear about border babies—cocaine drug addicted babies. Children addicted or mothers addicted is not new. Unfortunately, the addiction to cocaine, and particularly crack cocaine, can occur so quickly that, I think this has made the epidemic much greater. We see that the numbers are greater in a very short amount of time and so there's a great deal of interest in the problem. We can find, as I've heard, in New York City, anywhere from 400 to 500 babies being boarded in hospitals and the majority of those babies are infants of drug addicted mothers. The alarming problem with cocaine is what happens to the addict—not only the mothers, but also the infants. Our job today is to discuss the effects of cocaine.

I'd like to speak first about cocaine. It's classified as a stimulant drug. It produces feelings of pleasure, euphoria, power, anorexia, and sexual excitement. The pleasurable feelings are short-lived and they are soon followed by feelings of anxiety, restlessness and depression. Chemical dependency is a chronic, progressive, relapsing disease. It's characterized by compulsive use of the drug despite the known negative consequences.

Progression of some of the drugs, that are considered recreational and illicit drugs, can take a long period of time. The progression from the recreational to compulsive to dysfunctional use can often take years. Legal drugs like alcohol

and the illegal drugs like heroin can take years in this progression.

But with cocaine, particularly crack, which is a chemical form of cocaine, less expensive, and easily used because it is snorted and then absorbed into the bloodstream. The progression from recreational use to dysfunctional use can occur within weeks. That is really devastating because you have a drug that is offered to people who feel hopeless and helpless, and it makes them feel great and powerful, and then in a matter of weeks or months these people are totally dysfunctional and addicted to the drug—cocaine.

The pregnancy complications associated with cocaine are tremendous. Often, however, these mothers are not just addicted to cocaine—it's usually poly - drug use—cocaine as a stimulant; then a sedative like alcohol or valium, and sometimes heroin. The majority of those women who have been identified as cocaine addicted mothers don't do a great deal of intravenous drugs use—for many it's much easier to snort, or drink alcohol than to take intravenous drugs. I have a handout on cocaine and the pregnancy complications associated with its use (Figure 1).

- Poor nutrition – for anyone who is dependent upon crack will have all of their thoughts focused on obtaining the drug – they're not going to think about eating – there will be poor nutrition and low weight gain

- Inadequate pre-natal care – there is a general state of disorganization for the addicted person – therefore, pre-natal care will not be a high priority for them

- Depression and low self-esteem - with the craving for a drug that, for a very short time, gives a feeling of goodness and power that fades all too quickly and leads to a vicious cycle

- Vasal constriction – there is the clamping down of the blood vessels which leads to hypertension or high blood pressure

- Tachycardia – increased heart rate. Increased accidents and violence – because drug use in the mother is a sign of a disorganized family. Since that family violence is often what the mother and infant will be exposed

- Increased infectious diseases – sexually transmitted diseases like Hepatitis B and the Immunodeficiency virus which causes AIDS are all big problems in these women

Then, there is also the problem of pre-term labor and delivery—the premature babies. Mothers have problems carrying the baby to full term. Then, there is a big problem with what's called abruptio placenta—that's a premature detachment of the placenta from the uterine wall and precipitous delivery where the mothers may even be close to full term but the babies are delivered very quickly because the mothers are unable to get to a health care facility before delivery. The baby is delivered outside of a hospital or in an emergency room in which case the mother leaves without getting much care and leaves the baby in the hospital—that's where the boarder baby status comes from.

In Athens we have not seen a large percentage of infants that are known to be babies of cocaine addicted mothers. We have seen some and we will see more. In the newspapers we do see from time to time that there is an increase of crack-cocaine in our community. However, we see many babies who are at risk and they probably have been exposed to drugs, exposed to mothers who did not have pre-natal care, to family violence, poor nutrition or poor weight gain; and so, these babies are at risk just like the babies who have been exposed to cocaine.

Cocaine Babies

One of the big problems of newborns who have been exposed to cocaine is poor interuterine growth or we have small babies—these babies may be at term but they are small and we know that poor interuterine growth leads to many problems as the child continues to develop. Dr. Gordon spoke about getting to the children early on, in the first few months. Well, we have to do it even before then. We, as health care professionals and concerned citizens in the community have to get to the mother before she is pregnant. If we don't intervene early on in the pregnancy, if we don't have the resources for these mothers who are addicted to drugs then their babies are going to feel a lot of ill effects. Some of these effects are as follows.

One of the major problems that we find in the infant is within the central nervous system. Infants are born with microcephalic—meaning small heads—the brain is not developing well. What do we expect that we're going to see when we have a child entering school with this condition and how will these children be prepared to function in our society? We see many children in school who are classified as having "behavior disorders." I'm sure that many of those children, some of whom I've seen in my office, have something not quite right although they look fairly normal. The head of the child is slightly small—the growth hasn't been what it should have been—but many of these children aren't so abnormal that they have been identified for intervention right after birth. If we have a baby of a cocaine using mother who has gone through the pregnancy—we as health professionals need to expect that we are going to see these babies in the office at least once a week for the first month or first two months of life—and at least once a month in the remainder of the first year.

These children are going to be in need of a lot of medical care. They're going to be in need of developmental stimula-

tion and extra support. They may be absolutely normal except that they are very small. Small babies can have problems, especially those who have been exposed to cocaine. They seem to have a lot of problems with poor feeding and neurophysiological abnormalities. These babies are often very jittery and disorganized. Additionally, we must consider that a mother who has exposed her baby to cocaine or other drugs who will have a lot of guilt feelings about this. Then the baby may be very difficult to care for. This will crate a lot of factors that will influence this child as an at-risk child in an at-risk family. We have to find support for those families and, in particular for that child and mother. I think that the best way of supporting is to do what we can do to prevent young women from turning to crack in our society.

My job in Athens is, not only to give health care, but to serve as a resource and a role model to many of these families—to give the children encouragement. They need to recognize that there are other alternatives to drugs.

Figure 1
Cocaine Babies

Newborn babies are among the victims of the nationwide cocaine epidemic. A comprehensive, family oriented approach must be developed to deal with the immediate and long-term problems these children will undoubtedly encounter. The complications of cocaine exposure to the newborn can give us some clues as to what these problems will be. As concerned individuals who will be impacting on these children's lives, we need to be prepared for them.

Pregnancy Complications Associated with Cocaine Use

Poor nutrition
Low weight gain

Cocaine Babies

Abruptio placentae
Inadequate utilization of prenatal care
Increased infectious diseases
Hypertension and tachycardia
Pre-term labor and delivery
Possibly precipitous delivery
Increased accidents and family violence
Depression, low self-esteem

How Cocaine Affects the Newborn

Intrauterine growth retardation
Microcephaly
Prematurity
Infections, especially STDs
Neurobehavioral abnormalit es
Neurophysiologic abnormalities
Poor feeding
Small CSN bleeds

Rare Problems

Antenatal cerebral infarction
Birth defects secondary to vasoconstriction
Myocardial infarction, ischemic changes
Necrotizing enterocolitis

Reference

Contemporary Pediatrics "Cocaine Babies" June 1990.

Foster Care

Danny Stevens

Clarke County Department of Family and Children Services

One of the things that I find to be a problem is that, a lot of the people that we work with, out of the Department of Family and Children Services—many of the community resources are not very aware of what happens with children in our custody. I find that this situation is amplified when I have the opportunity to speak. Therefore, one of the things that I've tried to do in our agency is to try to push our group into creating opportunities to go into the schools—to go public—to take opportunities to speak. A lot of the work we do fits into the areas that have been discussed on this panel —"discipline vs. punishment" as well as "cocaine babies."

I placed a child, recently born to a mother addicted to cocaine. He was released from the hospital to the mother, but latter came into foster care because of severe neglect. Many instances of neglect were documented, but there were suspicions of other problems based on this child's behavior. He was hyperactive and very difficult to control. His

academic outlook was not very positive, primarily because of his behavior.

He was placed with a family very much in favor of praise and positive discipline. A year later, he has been tested for the gifted program in his county—primarily because of the skills and dedication of his foster parents. They have just devoted a ton of time and energy and love and a lot of skills which they have picked up from him. This goes back to what Dr. Gordon was speaking about in the "nature vs. nurture" argument that we've been working on for many, many years. He did come to this family with a lot of deficiencies and they've been able to turn around a lot of things with him.

Foster Care Services for children provides temporary out-of-home placement for children whose families are unable to provide the minimum sufficient level of care or whose family environments create a serious threat to safety and welfare. One of the things that I experience as I speak to various groups is a total lack of understanding of how big this problem is. In fact, as I pulled together some statistics to present to you today, I was even appalled at what's happened to our county in the last several years.

A report that we did for the state of Georgia shows abuse statistics (see figure 1) for 1983-84-85. You'll notice that in 1983 in Clarke County we had 222 reported cases of child abuse. The next year, it went down to 143—that's good. However, in 1985, 217 cases; in 1986, 309 cases and then for a while it remains stable but, this year, 1990, we have over 700 cases. In less than four years, it has gone from 300 to over 700. We anticipate that in this year we will work with over 800 cases of child abuse in this county, by the end of December. That's a lot of cases, especially when you consider the demographics of this county. This is a very educated county. We have a very wide discrepancy in socioeconomic

FIGURE 1
Reported Cases of Child Abuse:1983-1986

COUNTY	1983	1984	1985	1986
Banks	47	50	64	34
Barrow	141	131	135	202
Bartow	211	250	263	277
Ben Hill	48	69	77	98
Berrien	51	47	72	93
Bibb	841	743	916	927
Bleckley	22	35	53	77
Brantley	34	63	57	86
Brooks	69	183	90	135
Bryan	38	19	43	123
Bulloch	157	129	166	132
Burke	56	60	55	83
Butts	56	88	85	85
Calhoun	14	12	11	12
Camden	42	68	115	118
Candler	12	16	33	49
Carroll	232	287	350	464
Catoosa	154	99	99	135
Charlton	3	1	37	48
Chatham	773	636	647	156
Chattahoochee	9	36	32	49
Chattooga	105	113	135	146
Cherokee	266	306	298	377
Clarke	222	143	217	20
Clay	1	?	3	20

FIGURE 2

The Race of Children in Foster Care,
for Those In Care at the End of Each Fiscal Year

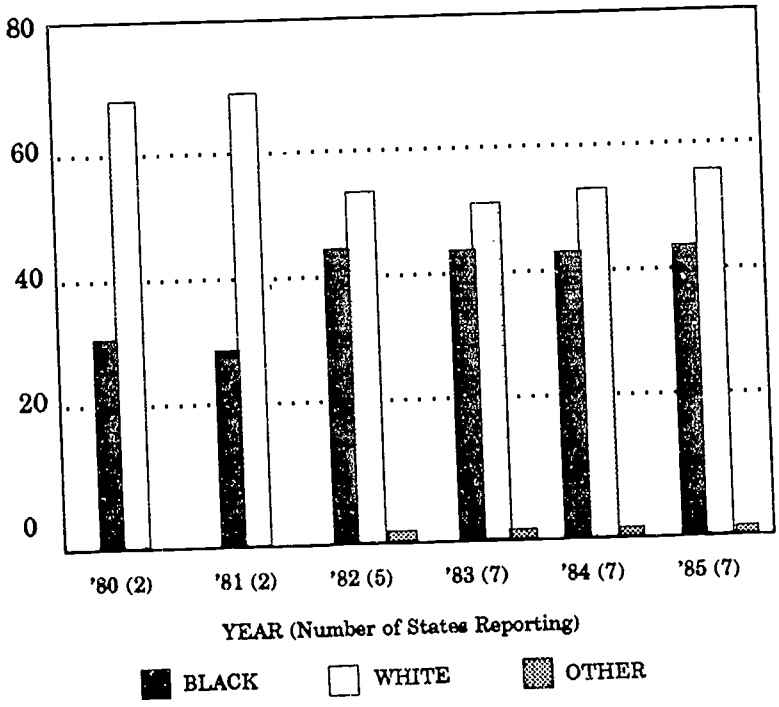
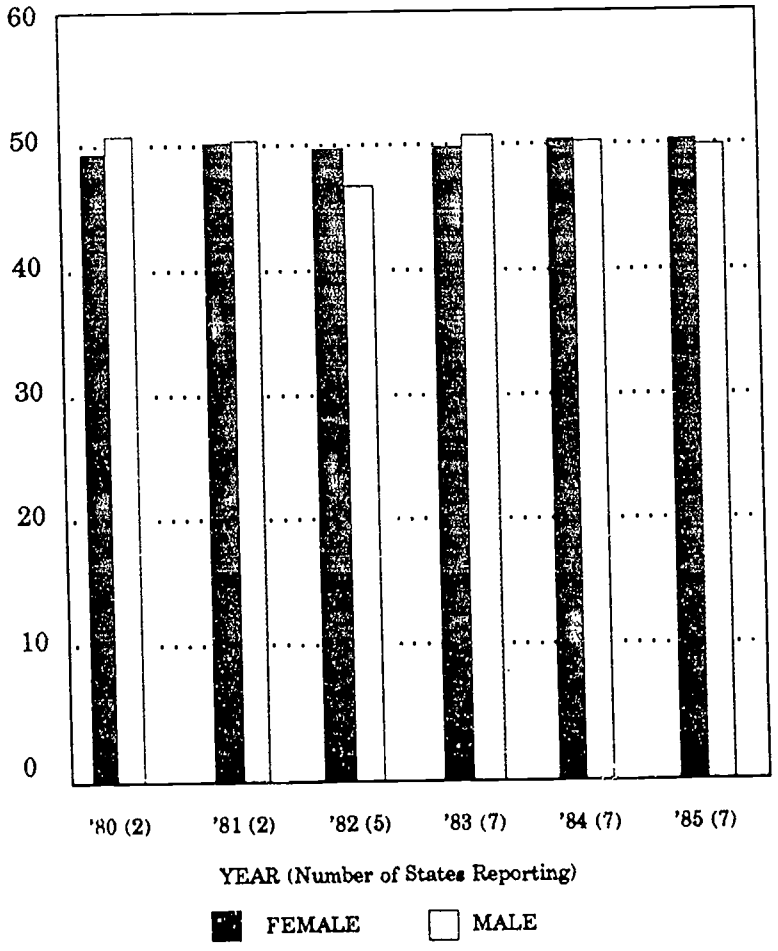


FIGURE 3

The Sex of Children in Foster Care,
for Those In Care at the End of Each Fiscal Year



status. We have a very wealthy segment and we also have some very poor areas in this county—something people don't like to hear.

For fiscal year 1989 we spent $272,000.00 plus on foster care services in this county alone. That's a lot of money, and a lot of reason for us, as people who work in the community, as educators and other professionals, to pay attention to this segment of children. It impacts on all of us. Foster kids go to school with your kids. Foster kids are in your schools. They're in your boy scouts—they're in your girl scouts. We all need to be very cognizant of the idea of what these children go through.

There is a study that was done a few years ago of children in the eight states in the southeast and how Foster Care related in this area. Abuse is one of the major reasons for children coming into foster care. Abuse is more difficult to handle than neglect and is pretty much equal in terms of males and females—there is not a wide discrepancy between the number of boys and girls in care. The statistics also show information regarding race from 1980 to 1985—the children in care are primarily white (see figure 2). Another thing that we are concerned about is the age at which children come into foster care.

The average age in this particular study in 1980 was a little over 10 years (see Figure 3). It dropped by 1985 to a little over 9 years of age. We are also concerned about the number of placements and how long children remain in foster care. In Georgia, the average time a child spends in foster care is about 4 years. The study showed that in all of the other southern states the time span was a little less then 3 years, but in Georgia we are a little bit higher in length of time spent. The average number of placements in 1985 were a little over 2. In Georgia, we are a little higher—the average

number of placements for each child being 3—they move from home to home more.

One of the things that we focus on and one of the things that I place a great emphasis on in my discussions with potential foster care parents is the process of "loss" that the kids go through. We all go through loss. We all experience death at one time or another. We all experience the loss of a lot of things. When we start school, we lose our mothe—to a certain degree. Lots of things that our mother did for us—the school system have to take over. Lots of us get married and lots of us have children. There are gains and losses in each of these life events. These losses are normal with children in foster care, they experience losses that are not expected. It's not normal for us to be taken away by some stranger and put into a new home. What do we tell kids about strangers in this country? Stay away from them.

A social worker (a stranger) comes in to a child's life and takes him to a family that he's never seen in his life. Imagine how he must feel. One of the things that we found to be very effective in the foster parent/adoptive parent education we provide is a 30 minute role-play included in our program entitled Model Approach to Partnership in Parenting (MAPP).

The group leader takes the role of "people mover" and pretends to take each class member from their respective homes and family without warning, without information about why and where they are moving, and take them to the home of a stranger where they will assume the role of mother or father of that new family. They are told they can only take what they can fit into a trash bag. They are told they have no choice regarding the move, but that the new family is really looking forward to them coming. After they have settled in with their new family they are told they must go home to their original family. All along they are asked their feelings.

Anger, pain, frustration, and depression are some of the emotions expressed. This role play is intended to show prospective parents how painful moves are for children in foster care. it has proven to be a very valuable tool in illustrating the losses experienced by children in the foster care system.

We explain to these prospect to these prospective parents that often people experiencing loss get "stuck" in one of the stages of the grieving process. The process of grief usually begins with shock or denial, then moves to bargaining, then anger and depression, before finally ending in acceptance. We don't always follow this order, nor do we always hit each stage, but the normal grief process looks similar. However, we have identified many children in foster care who get stuck in one of these stages, such as denial, anger, or depression, and they can't seem to move to acceptance.

Many children stuck in depression stage follow similar traits of learned helplessness as identified in research a few years ago. As foster parents, teachers, social workers, we need to identify children who are not moving through the grief process and help locate resources to assist them. Of course, several factors contribute to the intensity and duration of this grieving process. These factors include: 1) the circumstances of loss; 2) the child's age and stage of development; 3) the amount of preparation the child had prior to being separated; 4) the child's overall emotional level of functioning; 5) the support given the child during the grieving process. We feel this last factor the most crucial in helping these children move on to healthy relationships.

These problems created by loss leads to an even greater problem. Because of repeated losses, children in foster care often have difficulty with attachment. They lose the ability to trust and become anxious, fearful, angry. Their ability to form positive relationships become greatly impaired. Of

course, this becomes a vicious cycle. Their inability to attach affects their relationships which causes them to fail in most areas of their life. This failure leads to problems with self-esteem. They do not have a good self-concept which, of course, creates more behavior problems, more attachment problems, etc.

Sounds very distressing, doesn't it? What you might ask, can we do to break this cycle? Well we have just said that support given to a child during the grieving process is the most crucial factor in helping him recover. We must all, therefore, work together—that is school personnel, therapists, social workers, churches—to teach these children three qualities. We must teach them to problem-solve appropriate ways to meet their needs, to feel good about their relationships with other adults and children, and to have a positive self-concept. We can teach them to feel lovable, worthwhile, capable, and responsible. We can do this through effective discipline, setting appropriate limits, and by encouraging independence.As the statistics mentioned earlier indicate, the problems of child abuse are not decreasing. It is, therefore, more crucial than ever to meet the ever-increasing needs of children in foster care. We owe them that much. Thank you for your time and interest.

Elementary and Middle Summer School Programs

James Washington, Jr., Ed.D

New Grove Baptist Church

Among the most widely discussed issues in education today are "at risk students" and student retention. These issues have spurred the development of several conferences on the local, state and national levels; all looking for solutions to the growing problem of enhancing and developing students.

Research in the area of "at risk students" and student retention, is beginning to show a correlation between retention and the characteristics which are commonly used to describe at risk students. The correlations show that students that are considered "at risk" are more likely to drop out of school than other students. Most "at risk" students are considered in need of remedial learning skills instruction because of several characteristics. These characteristics include:

a) verbal and language deficiencies;
b) low math and reading scores;

c) economic status of the family is *at* or *below* the national and state poverty levels;
d) single parent household; and
e) failure to see the relevance of education and the courses they should take to their life goals and aspirations.

While this list is not inclusive of or limited to "at risk" students alone, it provides a basis for understanding the need to have extended programs to assist students with their deficiencies.

Research continues to show that programs which are committed to students generate a commitment on the part of the student to the institution. That commitment is the center for persistence among students today, especially "at risk" students.

Extended summer programs are committed to students and show a greater retention rate. The commitment is apparent by the number of participants involved in bringing the first summer school session for elementary and middle schools students to fruition in Clarke county. Preliminary data of contributors indicate that there were more than:

a) 17 businesses contributing over $45,000 (forty-five thousand dollars);
b) 15 clubs contributing over $5,000 (five thousand dollars);
c) several industrial companies;
d) 16 organizations contributing over $3,000 (three thousand dollars);
e) 19 churches contributing over $7,000 (seven thousand dollars);
f) 12 school organization and P.T.O's contributing more than $3,000; and

g) numerous individuals and other activities, from Bar-B-Q's to basketball tournaments.

In all, there was more than $30,000 (thirty thousand dollars) raised with one goal in mind—summer school for elementary and middle school students. The above list shows a cross-section of concern for education and the major emphasis was on remediation. In addition to these organizations, the JTPA program provided the bulk of support for the middle school summer session.

So how did students respond to the initiative undertaken by the community to bring about a summer school to assist them? Let's view the data:

a) attendance for students in need of remediation was higher than for students attending for enrichment (see Table 1);
b) satisfaction with the summer session was greater among students in remediation than for students enrolled in enrichment courses (see Table 2);
c) learning activities were more acceptable to remedial students than to students in enrichment (see Table 2); and
d) the likelihood of students desiring to attend another summer session was greater among remedial students than enrichment students. (See Table 2)

The implications of these figures may suggest that students in need of remediation were made to feel that they were the important issue and central focus of the summer session. Not only did students in need of remediation shine in the above stated categories but there were significant gains in the learning process (See Table 3). This would support the

recommendation that "learning is best achieved when students are involved with a community that is supportive of their needs and interests" (Report developed by the author for college recommendations).

In addition, teachers were very encouraged with the summer session. This is apparent by the comments made by teachers involved in the instructional component and implementation of the summer program. Note some of the comments made by teachers regarding the summer session:

a) teachers were encouraged to use various teaching strategies and were supported by the administration;
b) teachers were encouraged to use a variety of teaching materials and techniques;
c) support was provided in the form of full time aides; and
d) the size of classes were small and more conducive for learning.

These comments may indicate that teachers enjoy doing what they do best...**Teach**; and the summer session removed most of the obstacles and allowed the teachers to employ their learning in the manner for which they were trained.

Preliminary Results

The summer school session in Clarke county has focused on two significant problems: (1) academic deficiencies in students that could benefit from extra assistance; (2) the enrichment of students that were not in need of remediation but desirous of exploring topics outside the regular curriculum.

There were seventy-six students enrolled in the summer school session that were scheduled to be retained in the same

grade. As a result of their attending summer school, forty-three of these students were recommended for promotion, representing approximately fifty-seven percent of those designated to be retained (Table 3). The significance of these figures would suggest that students who are allowed to integrate into the mainstream of academic life, continue to improve academically and the end results may improve retention.

Recommendations

Clark county is leading the way in addressing the problem of working with "at risk" students in the State of Georgia. While the at risk population is growing throughout the country with institutions, states, and organizations searching and researching ways to improve the access and retention of students; extended summer sessions may provide a significant solution. The majority of students that were in need of remediation could also be diagnosed as "at risk" based on one or more of the criteria set forth in the characteristics section of this paper. Nevertheless, their capability to be successful in school is greatly dependent upon extended programs such as summer school sessions.

Therefore, it is crucial that funds be obtained to continue the productive effort of enhancing the academic development of students through extended programs.

In addition to funding, the school system must move from the rear of the battle of having summer sessions for elementary and middle schools, to the forefront of developing a comprehensive program to address the apparent deficiencies these students are experiencing. While the first summer session was a grass-roots effort spurred on by the community, the school system must now take a lead in this effort.

Several activities which should be explored and designed by the school system could include:

a) specific class sizes to maintain small groups to improve the instructional delivery and provide a more personalized mode of teaching;
b) computer assisted instruction to provide additional support for students enrolled in summer school with identified weaknesses; and
c) tutorial labs in the school system to address specific weaknesses.

It is obvious that the school system was not ready to fully implement a summer session for elementary and middle schools by the lack of preparation in designing the curriculum, lack of teacher preparation for the session, and lack of data on students to enhance teachers readiness to address specific needs.

All in all, Clarke county school system, with the encouragement and support of the community, made a good start in 1989. The foundation has been laid and the prognoses are very good. Now the real work of educators must come to the front and continue the thrust which has been sparked by the community. Clarke county school system is at the threshold and has seen a remarkable venture put together by community leaders, businesses, industry, civic organizations, social organizations, churches, and individuals. The results should be that we, take a stand and the lead in education for the State of Georgia and who knows ... maybe the nation.

Table 1

Analysis Of Attendance Percentages For Students Attending The Elementary And Middle School Summer Session

Number of Days	Remedial	Enrichment
20	19%	22%
18-19	41%	44%
15-17	14%	15%
10-14	4%	15%
9 or Fewer	2%	1%

Evaluative Summary

Three types of evaluations were collected for the K-8 Summer School. Students in grades 3-8 were asked how they felt about attending the summer school classes, teachers were asked to comment on the format and procedures for summer school, and each student was individually evaluated on his or her academic performance.

Student Responses to Summer School

Students were asked to respond yes or no to four questions. Listed are the questions, and the percent of students at each school answering yes and no, for remedial and enrichment students (see Table 2).

These percentages are excellent. They show how much the students themselves felt they benefitted from summer school.

Table 2

Evaluation Of K-8 Summer School

	Gaines		Oglethorpe	
	Yes	**No**	**Yes**	**No**
I am glad I came to summer school.				
Remedial Students	94%	6%	99%	1%
Enrichment Students	70%	30%	67%	37%
I feel I learned a lot.				
Remedial Students	94%	6%	96%	4%
Enrichment Students	77%	23%	70%	30%
I think I will do better next year because I came to summer school.				
Remedial Students	94%	6%	98%	2%
Enrichment Students	73%	27%	74%	26%
I would come to summer school again next year if it were offered.				
Remedial Students	79%	21%	70%	30%
Enrichment Students	50%	50%	52%	48%

Table 3

Oglethorpe:	Total Students	=	85
	Total Remedial	=	63
	Total Enrichment	=	22
Total being retained before summer school		=	50
Recommended for advancing		=	32
Gaines:	Total Students	=	76
	Total Remedial	=	47
	Total Enrichment	=	29
Total being retained before summer school		=	26
Recommended for advancing		=	11

Table 4

Enrollment Data

Oglethorpe

	Remedial S	Remedial PD	Enrich S	Enrich PD
K	7	0	1	4
1st	8	3	1	0
2nd	13	1	3	3
3rd	6	1	2	0
4th	4	0	5	0
5th	5	1	1	0
6th	2	5	0	0
7th	1	1	0	0
8th	1	4	0	2
TOTAL	**47**	**16**	**13**	**9**

Gaines

K41 11

1st	5	4	4	2
2nd	1	2	2	1
3rd	4	1	1	3
4th	4	3	0	1
5th	0	4	2	1
6th	4	4	7	0
7th	2	2	0	3
8th	1	1	0	0
TOTAL	**25**	**22**	**17**	**12**

Minority Parents' Role in the Education of Their Gifted and Talented Children

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When parents are actively involved in the education of their children, they are in a better position to be (a) an advocate on their children's behalf and (b) a knowledgeable monitor of their children's progress throughout their school years. Nowhere is this active involvement of minority parents in the education of their children more critical than in the area of gifted and talented education. Though it is strongly asserted that the representation of minority children in gifted programs should be more closely aligned with their number in the school-aged population, it is in this educational area that they are least well represented. National statistics suggest that the ratio between majority-minority children's participation is five to one.

For the past thirty years, numerous school districts across this country have initiated special programmatic efforts to

address this inequity in representation. The number of minority students

identified and served in gifted programs, however, has not appreciably changed. An oft cited problem in the limited support received from the home and the community of minority students. What do minority parents need to know if they are to be effective advocates for their children? How do they know if they have a gifted and talented child? What provisions can they make to their homes to support their development? What resources are available to inform them about gifted children and their appropriate programs and curriculum? The purpose of this paper is to provide basic information to minority parents to support their involvement in the education of their gifted and talented children. Basic answers to these questions will be discussed in four areas: (a) federal and state definitions, (b) characteristics of the gifted and talented, (c) the nurturing home environment, and (d) important resources. The focus will be on what is, not what should be. Each section will conclude with suggestions for minority parents.

Who are the Gifted and Talented?

Federal and State Definitions of the Gifted and Talented

A most important first step is to be aware of the definitions used to determine who will be served in gifted and talented programs. In the early 1970's a special committee appointed by Commissioner of Education Sidney Marland formulated the following federal definition of the gifted and talented: Gifted and Talented children are those identified by professionally qualified persons who by virtue of outstanding abilities are capable of high performance. These are children who require differentiated educational programs and services beyond those normally provided by the regular school pro-

gram in order to realize their contribution to self and society. Children capable of high performance include those with demonstrated achievement and/or potential in any of the following areas:

1. General intellectual ability.
2. Specific academic aptitude.
3. Creative or productive thinking.
4. Leadership ability.
5. Visual and performing arts.
6. Psychomotor ability. (Marland, 1972)

This federal definition was revised in 1978. As the reader will note, the primary difference is that psychomotor ability is excluded. The primary reason for this exclusion was that certain artistic psychomotor talents could be included under the visual and performing arts; athletically gifted students were being adequately served in existing programs. This new definition read as follows:

> The gifted and talented are...children and, whenever applicable, youth who are identified at the preschool, elementary, or secondary level as possessing demonstrated or potential abilities that give evidence of high performance capability in areas such as intellectual, creative, specific academic, or leadership ability or in the performing arts, and who by reason thereof require services or activities who ordinarily provided by the school. [U.S. Congress, Educational Amendment of 1978, P.L. 95-561, IX (A)]

Several definitions since then have focused on the behaviors exhibited by a person rather than a label to be placed on individuals. The most popular example is the definition offered by Renzulli (1978):

> Gifted behavior...reflects an interaction among three basic clusters of human traits—these clusters being above average (but not necessarily high) general and/or specific abilities, high levels of task commitment (motivation), and high levels of creativity. (p.180)

Many states continue to pattern their definition after the federal definition, however. In addition, they tend to provide services for children identified as intellectually gifted first. Some extend services to those with specific academic abilities and with creative abilities. Even fewer attempt to serve all the categories of giftedness specified in the federal definition.

The state of Georgia, for example, has chosen to provide services to the intellectually gifted. The definition specifying those children who should be identified and served thus reads:

> The gifted student is one who demonstrates a high degree of intellectual ability and who needs special instruction and/or special ancillary services in order to achieve at levels commensurate with his/her intellectual ability. (Georgia Department of Education Regulations and Procedures, 1986)

To be eligible for services in Georgia, a K-2 student must perform at the 99th percentile on a test of mental ability; 3rd through 12th grade students may perform at the 96th percentile level on a test of mental ability provided they have an

85th percentile composite of 90th percentile total reading, including reading comprehension, or total math. Achievement test scores are not necessary criteria for any K-12 students who performs at the 99th percentile on a test of mental ability.

These regulations further specify that retesting may occur for two groups of students. Students whose test scores fall within one standard error of measurement of the required scores for the instrument used may be retested. The second group includes those students who score above the 90th percentile on a test of mental ability but are handicapped, economically disadvantaged, culturally different, or for whom there are documented compelling reasons suggesting that the first test score is an underestimate of students' abilities. The score on the second test must still meet the required percentile score (96th or 99th percentile) to establish eligibility.

Suggestions for Parents

1. Contact your school at the beginning of the year to find our when they assess students for the gifted program. This is very important. While some schools send letters home to all parents, many only send letters to those parents whose children have been referred by a teacher.

2. Go to your city/county library or the library of a local college or university to consult sources on testing. There are many books that provide useful information on topics such as the meaning of test scores. If you still have questions, contact your school or a professor at a college or university for assistance.

3. Contact your school or the state department for information on the identification procedure for gifted programs, the appeals process, and general information on the type pro-

gram experiences you should expect for your children should they be eligible for services. You should also inquire about other available enrichment activities inside and outside the school. Every state has someone who is responsible for the conduct of the gifted program. Your school can tell you who that person is or you may call the information number for the State Department of Education.

4. Be sure your children are prepared to do their best when they take the qualifying test(s). Your school can tell you about things you can do. Also, ensure your children that if they do not meet eligibility requirements, that does not mean that they are failures. Continue to seek ways at school and in the community to support and encourage their educational achievements.

5. When you receive the report of your child's performance, do not hesitate to schedule a conference if you have any questions or if there is something you do not understand about the report.

What are the Characteristics of Gifted and Talented Children?

Many studies have been conducted and observations made delineating the characteristics of gifted and talented children. In this section, important characteristics shall be presented in the context of general constructs associated with giftedness.

Motivation and Interests

Children who are gifted and talented tend to be interested in a lot of things and show strong motivations to persist in activities associated with these interests. Sometimes the in-

terests areas may seem to you to be too complex for children of that age or out of line with common expectations or thoughts on a subject. A typical statement on a characteristics checklist for the gifted and talented is "Unusually varied interest and curiosity" (Clark, 1988, p. 126). You might also notice the things your children collect and their hobbies, how absorbed they become in intellectual tasks, any special skills they exhibit that are unusual for their age or grade, and the extensiveness of their exploratory behavior (Hagen, 1980, pp. 24-25).

Communication

Gifted and talented children tend to be very effective communicators in a variety of ways: verbally, analytically, artistically, kinesthetically. Some may show great adeptness in one way or a combination of ways. Attention should be paid to the way your children express themselves and their ideas. Typical checklist items referring to unusual communication skills are: (a) high level of language development, (b) high level of verbal ability, (c) ability to generate original ideas and solutions, and (d) unusual capacity for processing information (Clark, pp. 127-127).

Other ways of expressing this characteristic refer to (a) their use of language; (b) the quality of examples, illustrations, or elaborations used in explaining something or in describing events or in telling stories; and (c) their use of quantitative expressions and quantitative reasoning (Hagen, 1980, pp. 23-24).

Humor

Gifted and talented children tend to convey and pick up on humor in situations very well. This construct reveals itself in

their ability to synthesize key ideas in complex situations or problems in a humorous way; their sense of timing in words and gestures such as that demonstrated by gifted comedians or writers; their uncanny ability to use puns, and the like. Typical checklist items seeking observations of this behavior are (a) keen sense of humor—may be gentle or hostile; (b) large accumulation of information about emotions that has not been brought to awareness; and (c) heightened capacity for seeing unusual and diverse relationships, integration of ideas and disciplines (Clark, 1988, pp. 127-128).

Memory

The ability to store and retrieve relevant information from short- and long-term memory is a strong indicator of giftedness. Gifted and talented children tend to know a lot about a lot of things that are school and non-school related. Sample checklist items seeking to evaluate this capacity include "extraordinary quantity of information, unusual retentiveness" (Clark, 1988, p. 127) and (a) breadth of information on a range of topics and in a variety of areas, and (b) depth of information in a particular area, (Hagen, 1980, p. 24-25). Tonemah (1987) refers to this as the ability to listen well and remember things that are heard, and Gallagher and Kinney (1974) refer to it as the ability to use stored knowledge to solve problems.

Problem Solving

Having and using a variety of plans for recognizing and solving various kinds of problems and having the ability to change these plans when they are not working is another clue to giftedness and talentedness in children. Having an immediate answer is not the goal; being open to a variety of ways of getting the most effective answer to a complex prob-

lem for which there is no known solution is a more typical goal. Hagen (1980, pp. 24-26) describes this characteristic in several ways: (a) student's ability to devise or adopt a systematic strategy for solving problems and to change the strategy if it is not working; (b) the innovative use of common materials in the classroom or outside of it; (c) persistence on uncompleted tasks; and (d) a preference of complexity, difficulty, and novelty in tasks.

Inquiry

Parents and teachers alike, frequently notice the child who asks a lot of questions. These are not just ordinary questions; these are frequently penetrating questions that cause one to stop and think or wonder where in the world this question came from. This is a sign of gifted and talented children demonstrating their insatiable curiosity about their world. They inquire into their world in a variety of ways: (questioning, (b) using trial and error experiments to find out, and (c) testing limits. Typical questions exploring the presence of this behavior refer to the "quality of questions asked" (Hagen, 1980, p.23) and whether the child "asks a lot of questions or enjoy debating issues" (Clark, 1988, p. 225).

Insight

Gifted and talented children tend to appear to be wise beyond their years. They seem to be able to (a) understand a situation without it being explained to them; (b) quickly grasp central concepts or ideas; and (c) sense the deeper meaning of a problem, event, or situation. Clark (1988, p. 126-127) characterizes these behaviors as follows: (a) advanced comprehension; (b) unusual quantity of input from the environment through a heightened sensory awareness; and (c) heightened self-awareness.

Reasoning

In psychological terms, reasoning is highly conscious, directed, controlled, active, intentional,. forward-looking, and goal-oriented thought. Reasoning requires knowing something about the world in which we live and consists of more than just a collection of memories. It includes principals of generalizations extracted from the past, which can be applied in new situations to guide thought (Lindzey, Hall, & Thompson, 1978). Early differential patterns for thought processing or thinking in alternatives, abstract terms, sensing consequences, making generalizations, and using metaphors and analogies are ways that the unusual reasoning abilities of gifted and talented children are described on checklist (Clark, 1988, p. 122).

Imagination

A vivid imagination, creating pictures of what might be, is another characteristic of gift children. Not content with the way things are, they often envision possibilities where others see the commonplace continuing. The equips them to "extend and extrapolate knowledge to new situations or unique applications" (Gallagher & Kinney, 1974). Your children are demonstrating to you their imagination abilities when they "try to do things in different, unusual, imaginative ways and show enjoyment with new routines or spontaneous activities" (Clark, 1988, p. 226).

Imagination is one aspect of high creative ability or children's unusual ability to think fluently, flexibly, originally, and elaborately.

Suggestions for Parents

Since the identification of children for gifted programs usually begins with some type of screening, the following suggestions are offered as ways in which you can gather appropriate information and participate in the nomination process. While it is generally felt that all parents will consider that their children are gifted, there is another evidence to suggest that this is not necessarily so. When parents know what to look for they can provide valuable information that can be used in evaluating their children's potential for performance at an extraordinary level.

1. Carefully study characteristics of gifted and talented children such as those provided above. Observe for evidences of these behaviors in your child's performance. Remember that **you cannot make your child gifted** but you can observe when behaviors occur that indicate unusual potential.

2. Keep records of your child's performance. This does not have to be an elaborate system. Designate a box or drawer where you will retain work samples. It is good to let children participate in selecting some of the things that they feel are good examples of their work.

3. Respond promptly when the school sends a nomination form home. Remember, if a referral form is not routinely sent home, it is the parents' responsibility to find out when referrals are being accepted for the gifted program. **This is not a time to be modest.** Just keep in mind that you want the best for your children and you want them to be in situations that will best challenge them. By keeping records of things they do at home and by initiating or responding to requests for a referral, you are facilitating their education and being an active advocate for them.

4. Finally, even with your best efforts, you may feel the interpretation of your child's performance is not accurate. Find out how you can appeal decisions. Only in this way can you appeal decisions. Only in this way can you fully exercise your rights as a parent acting on behalf of your child.

How Can Parents Create and Maintain and Environment that Nurtures the Gifted and Talented Child

Every child needs to grow up in as enriched, supportive, and encouraging an environment as possible. This next section provides some general features of such an environment and suggests ways in which parents can develop this type home setting as they attempt to meet the challenge of facilitating the development of their children at home.

In a study on environmental process variables related to educational achievement conducted by Dave (1963), six variables were identified as significant: (a) achievement press, (b) language modeling, (c) academic guidance, (d) family activeness, (e) intellectuality of the home, and (f) work habits of the family. Since these variables were found in this and subsequent studies to have an effect on children's intellectual development, they will be used to provide the organizational framework of the discussion of this section. The following definitions and brief discussion of these variables provide a good description of a nurturing home environment.

1. Achievement press refers to the aspirations parents hold for the education of the child and their interest in, knowledge of, and standards of reward for the child's educational achievement. While circumstances may not allow some families to afford the same things for their children that other families can, holding high aspirations is free. Very simply, this factor implies that parents need to exercise their

own creativity in finding ways to not only encourage and support the achievement of their children, but to make use of the many resources available at school and in the community to reinforce these high expectations.

2. Language modeling refers to the quality of language used by the parents and taught either directly or indirectly to the child. There are a variety of ways that parents may provide appropriate language models for their children regardless of their educational background. The story is told that Sidney Poitier developed his very articulate use of language by listening to the radio while he was washing dishes in the kitchen of a New York restaurant. Parents may encourage and listen with their children to well-spoken persons on television. Not only will good speech habits be developed, but a wealth of knowledge on a variety of topics is also accumulated. Children may also be encouraged to read good literature, whether it is owned by the home or borrowed from the city/county library. Parents' inventiveness in exposing their children to the best information possible is limited only by their imagination.

3. Academic guidance refers to the availability and quality of help provided by the home for school related tasks. There are many things the parent can do in the home to provide a nurturing home environment. One that immediately comes to mind is arranging a time when parents and children are engaged in learning activities. Children may be doing their homework while parents are engaging in some type of learning activity. It should be a time when their is no television or radio playing. As often as possible, it should be held at a regularly scheduled time. This allows this type activity to become routine so that even when the parents cannot be present or must otherwise be engaged in a pressing task, the children know what is expected. This time should be kept consistent, even when there is no homework assignment.

Parents should also contact the school for extra enrichment activities they can do at home with their children. It is important that this time not be solely associated with homework but that it also be used to engage in extending activities.

4. Intellectuality in the home refers to the intellectual interests and activities of the family. More specifically, the types of reading done, the nature and extent of conversations about ideas, and the nature of the intellectual models parents provide. Many games, such as Concentration, Password, puzzles, work games and the like model and the type tasks children may be asked to perform on tests. The school and city/county libraries are useful sources of books and other materials that may be selected for their intellectual value. Read selected books together. Discuss one item from the evening news; have each family member express his/her opinion about a report or an event. At least try to get the Sunday newspaper and use it as a tool for learning and discussion; the Sunday newspaper always contains discussions of topics beyond the usual reporting of events of the day. The sports page offers a variety of ways to engage in mathematical reasoning and memory development activities.

5. Activity in the home refers to the degree to which parents stimulate and encourage their children to explore the larger environment. Our homes, our yards, and our neighborhood contain a variety of things to explore, things to wonder about, things to observe. Look around you. Making up stories or poems about things, devising treasure hunts based on clues that requires the child to figure something out, having the child to think of uses for kitchen utensils that are different from their normal use are just a few examples of ways to use the home and community as a learning laboratory. Suggest ways you can assist your child in the development of

research skills, skills or organization, imagination, use of language, and enhance problem solving abilities.

6. Work habits refers to the degree of structure and routine in home management and the emphasis on educational activities over other pleasurable things. The one thing that all children, and especially gifted and talented children, need in their lives is structure. This structure should not be so overbearing that it takes away opportunities to make choices. But it should be arranged in such a way that children learn responsibility on age-appropriate tasks, know what to expect and when, and know what the limits are.

These six variables have been found to correlate very highly with and to have a great influence on children's intellectual development. The sky is the limit in how they are used in structuring a nurturing home environment. Parents and their children have everything to gain and nothing to lose.

Suggestions for Parents

1. Try to arrange a place in the home, free from a much distraction as is possible, where children can concentrate on tasks.

2. Try to think of as many things as you can that involve the entire family. This is the easiest way for parents to model behaviors. Rather than say, "do as I tell you," engage in activities with your children as much as is possible. Do simple things like picking an "Event of the Week" that the whole family tries to learn as much about as they can. At the end of the week, each person is responsible for telling something about that event and id encouraged to try to find out something that no one else will find out. Some kind of treat could be planned for the whole family - going out for ice cream, going for a walk together, and the like. This activity can also

be extended to other things like learning a new word every week. Each family member must learn the meaning of the word, learn how to spell it and use the word in conversation in as many ways as often as they can.

3. Remember that breakthrough ideas never come from ordinary thinking. Refrain from telling your children that something is impossible or is unrealistic. Instead assist hem in trying to find out, to prove or disprove a theory they may have.

4. Encourage your children in the pursuit of their hobbies and collections. Their room may get messy at time but remember, they are engaging in important organizing skills. When they do not have a room of their own, try to create a space somewhere in the house that is their private spot. Parents should encourage their children to have hobbies, to follow through on them and the strive for creditable performances and a level of mastery with which they are personally satisfied. You do not want them to become overly dependent on external evaluations of their ability; you want to help them also become self-evaluators.

5. Place an early emphasis on verbal expressions, reading, discussing, and question asking. Encourage rather than deter question asking; answer questions completely and in such a way that they stimulate further thinking on the topic; help them learn how to sharpen questions by rephrase, for example. Learning how to ask good questions is a critical key to learning; it is a behavior that should be encouraged.

6. Keep communication channels open. Sometimes gifted and talented children will ask questions about things that you may not be prepared for them to think about; they are often more mature than their chronological age-mates. Try to answer their questions in as intellectually honest a way as

you can. It is important that they see you as someone they can talk to about events that are puzzling them, regardless of the topic.

7. Seek as many ways as you can to stimulate your child. Be careful, however, about becoming a "pushy" parent or one who tries to make up for things that did not happen in your life. Also avoid placing your children on "exhibition" or in situations where they are asked to show off their knowledge or abilities before adults and, especially, before their friends. They are having a hard enough time as it is wrestling with their differences; do not exacerbate it.

8. Be as supportive as you can of efforts the school provides for gifted and talented children. When there is disagreement or when there are things happening that you disapprove of, arrange to talk with school personnel. Do not let your children become "parrots" of your feelings. Gifted children will often say, for example that "they are bored" when in actuality they are not; they are repeating what they have heard their parents say. Besides, you do want to teach your children the responsibility they have to relieve themselves of boredom; the total responsibility should not rest with the school. If they are to fully realize their potential, they must learn the part they must play in becoming an independent learner.

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What Resources are Available for Parents of Gifted and Talented Children?

Current information on gifted and talented children is available through numerous printed sources, people, and organizations. A few are listed below. Parents are urged to stay in touch with their city/county or college/university librarians and educational personnel at their child's school for information on new resources.

Books

Each of the following books provides good background information on the gifted and talented. Many contain specific things parents can do. Your city/county or college/university librarian should have copies. You might also check with the teacher for the gifted at your child's school.

1. Amabile, T.M. (1989). Growing up creative: *Nurturing a lifetime of creativity*. New York: Crown.

2. Bright, L.D. (1985. *The gifted kids guide to puzzles and mind games*. Minneapolis, MN: Wetherall Publishing.

3. Clark, B. (1988). *Growing up gifted*. Columbus, OH: Merrill.

4. Clemes, H. (1990). *How to raise children's self-esteem*. Los Angeles: Price Stern Sloan.

5. Delisle, J.R. (1984). *Gifted children speak out*. New York: Walker and Company.

6. Ehrilich, V.Z. (1982). *Gifted children: A guide for parents and teachers*. Englewood Cliffs, NJ: Prentice-Hall.

7. Lewis, D. (1979). *How to be a gifted parent: Realize your child's full potential*. New York: W. W. Norton.

8. Phillips, D. (1991). *How to give your child a great self-image*. New York: Plume.

9. Perino, S. C., & Perino, J. (1981). *Parenting the gifted: Developing the promise*. New York: R. R. Bowker.

10. Smutny, J. F., Veenker, S., & Veenker, S. (1989). *Your gifted child: How to recognize and develop the special talents in your child from birth to age seven*. New York: Facts on File.

11. Tackas, C.A. (1986). *Enjoy your gifted child*. New York: Syracuse University Press.

12. Vail, P. L. (1987). *Smart Kids with school problems: Things to know and ways to help*. New York: New American Library.

13. Webb, J. T., Meckstroth, E. A., & Tolan, S. S. (1982). *Guiding the gifted child*. Columbus, OH: Psychology Publishing.

An Alternative School Program

LCDR Jeff Pottinger

Navy Supply Corps

What we basically settled on for our target group were students of age 16 or older who are at risk of graduating from high school. We recognized that many of the ideas that came out of this task force could be stretched back all the way to elementary school and middle school, but we had to start somewhere and finally decided on the 16 year old or older at-risk of not graduating from high school. The second task was to investigate model programs. Our task force went to Texas, New York, Massachusetts, Utah, California and we also visited five or six different counties in Georgia that had alternative programs. Overall, we visited 15 to 25 alternative programs throughout the country. Both task—identifying the target group, visiting alternative programs, as well as bringing in a diverse group of people to work on the project was designed to help us create a prototype.

Over the course of six months, we looked at programs, brought people in to speak to us about alternative programs, read plenty of material and had a lot of discussions. Some of

the discussions were very heated resulting in candid opinions many different groups of people different feelings and ideas. I think that what happened was that once we decided that we were really focusing on a common vision, it didn't really matter what our backgrounds were or what our own personal opinions were of how the prototype should be designed. We came to a basic understanding that we wanted to develop an institute that would keep our kids in school. As we started working toward that goal, we ultimately designed one.

I've already talked about some of the methodology. We did a lot of research, read a lot of material, and, we recognized that the student was our main customer and realized that we didn't have a student as a member of our task force. Therefore, early on, we decided that we needed to go out and talk to students. There were a number of us that went over to the various middle schools and high schools in Clarke County, talked to groups of students and individual students of all different levels—good students, poor students—just to get a basic feel for what students thought about their current high school and about what they would want if they could design a high school.

When I went over to Cedar Shoals, the only thing that I said up front was "If you were designing a high school, and you had all the money and resources to design that school, what would you want that school to look like?" I left this question open to them to discuss and they spent an hour giving me feedback. Other visiting groups did the same thing at other schools so that we could get a very good feel for what the students were looking for.

I think there is a fundamental difference between incremental change in an existing system and fundamental change in the system outright. If we threw out our preconceived notions of the educational system as it is currently set

up and just ask ourselves "what is it that we want?"; we threw away the blinders that said "we can't do that because of QCC requirements or any other educational requirements in the State of Georgia or the United States as a whole;" we just set that aside and made a statement, up front, that we want to design a prototype institution that will give our kids the education that they need need and want and then make any changes in the law or regulations that are out there. I think this was a very powerful idea for us to start with—just throwing out any preconceived notions that we had.

Our basic findings are very common sense items. I think that if you sat down and looked at the schools you're involved with and asked yourself "are we really giving the students and faculty ownership of the school; are we really giving them flexibility in designing their courses; scheduling their courses; using outside activities to aid in the education process; providing extensive cooperation with business/community/health services agencies out in the town?" I think we could tell ourselves "NO." I think we have a *set* system that says this is the way we are going to teach high school students with some minor changes to each one, but we have a basic high school out there.

What we found at all the alternative schools were these items:

- the students and the faculty own the school
- students were involved with governing the school—how it was set up—how it was designed
- faculty owned their curriculum—they developed the curriculum—it was up to them to work with the students to develop programs for the students

- the programs were extremely flexible (maybe the kids needed to work because their families didn't have much money; maybe there was teen-pregnancy or drug problems; or they needed counseling in some of the service areas)—if there wasn't flexibility in the schools, they would automatically drive those kids away from the education process.

We have to make the product flexible for them. We have to design a product that the customer wants and that meets their needs. Here are some **basic** requirements:

- teach the basics and get away from extracurricular activities

- the alternative school should be designed for education and academics (the other activities can be gained through other means)—most of the alternative programs we visited had limited or no extracurricular activities

- extensive cooperation—both outside in the community and within the school itself—between the students and faculty and parents—with all the stakeholders involved

- an alternative program has to be academic and not disciplinary. (I did personally get to visit one that was a disciplinary alternative program, in Boston, and it worked for what it was designed to do but it was not designed to create an educational environment—it was designed to get kids back on track so that they could fit back into the traditional school.)

We spent three or four months doing a lot of research before we sat down and designed the prototype. We started out with a mission statement. It is really very simple. We want to design a high school that will meet the needs of those students who choose not to or cannot complete the traditional high school. The target audience is youth, 16 years of age or older, who are at risk of not graduating. Something that I

up and just ask ourselves "what is it that we want?"; we threw away the blinders that said "we can't do that because of QCC requirements or any other educational requirements in the State of Georgia or the United States as a whole;" we just set that aside and made a statement, up front, that we want to design a prototype institution that will give our kids the education that they need need and want and then make any changes in the law or regulations that are out there. I think this was a very powerful idea for us to start with—just throwing out any preconceived notions that we had.

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- extensive cooperation—both outside in the community and within the school itself—between the students and faculty and parents—with all the stakeholders involved

- an alternative program has to be academic and not disciplinary. (I did personally get to visit one that was a disciplinary alternative program, in Boston, and it worked for what it was designed to do but it was not designed to create an educational environment—it was designed to get kids back on track so that they could fit back into the traditional school.)

We spent three or four months doing a lot of research before we sat down and designed the prototype. We started out with a mission statement. It is really very simple. We want to design a high school that will meet the needs of those students who choose not to or cannot complete the traditional high school. The target audience is youth, 16 years of age or older, who are at risk of not graduating. Something that I

found very interesting in doing the research and being a part of this group is that 25 percent of Clarke County students that started ninth grade did not show up in their senior year (as of last winter.) That doesn't even include those who started their senior year and didn't graduate. What I'd like to point out is that it means that 2 of my 7 kids aren't going to make it through their senior year in high school. That really made me pay attention to what we were trying to accomplish with this project.

The **guiding principles** are as follows:

1) The student is our primary customer so the program has to be student-centered—we have to focus on the students' needs not as we perceive them, but the students' needs as the students express them (Too often everybody except the students make an assumption about what the students need. We have a lot of experience that we can lend to that process but the only person who knows what the student needs is the student. We can provide students with the background knowledge and information to make an informed decision, but the student has to be able to express their needs as they see them.)

2) The program has to allow for student and faculty ownership

3) The program must be flexible

4) The program must be built with and run with cooperation

5) The program must provide nurturing—we did find that the group of 25 percent who didn't make it their senior year didn't make it because there was some problem (some external problem) unassociated with the academic environment—we determined at the very beginning that we had to develop a very strong counseling component that would nurture the students and give them the guidance and counseling that they may need.

One of the most important objectives of the model is to develop commitment. I'm a firm believer that if we force something on someone they'll never be committed to doing it. If we force our educational system on the student, they won't be committed to that educational system, but if they do have some ownership and they do have some input into how that system is designed, they'll be committed to it and that commitment will enhance their ability to complete.

In creating the curriculum we agreed that we needed to include flexibility, cooperation through external learning sites, vocational counseling, and, a key component—the individualized instruction plan. We finally realized that the way to tie everybody together and achieve a sense of shared ownership was to get the teachers, the counselors, and the students together, one-on-one, and develop an individual plan for that particular individual in order to meet their needs.

That's truly customer service—that's truly designing a product that is going to meet that student's needs.

Another important element is teacher - designed curriculum—again ownership—and no extracurricular activities. Most of the programs that we visited had no or limited extracurricular activities. Many of the students that had

dropped out of the traditional high school no longer felt that they belonged to that high school because they weren't involved in a lot of the extracurricular activities and they weren't the types of activities that they were particularly looking for, so they lacked that ownership from the extracurricular side. Most of the alternative education programs simply focus on the basic education.

The next important characteristic is a small school environment. Two-thousand to three-thousand student schools can find it difficult to create a sense of ownership and a sense of belonging or an individual instruction plan designed for an individual student. I think that the way we've got our program designed now, with students only seeing their teacher one time a day for one hour, with teachers teaching a subject to three or four different groups, but only seeing a student for one hour may create disadvantages for some individuals. When we started looking at a small school environment, we considered teachers being with their students three or four hours a day, getting to know those students, understanding what their problems are—not only educationally but also personally. We started to go back to the one-room schoolhouse which is where our educational system began and where teachers knew their students personally—this helps develop that ownership and commitment.

When the driving force in schools, even the universities, is football, how do you expect students to say "no, we shouldn't be involved." There are other ways of getting kids involved. For example, little-league baseball is outside of the educational environment. We can create a system that takes the extracurriculars out of education and put them somewhere else. I'm not saying that we need to get rid of them, I think that they are a key ingredient in developing the whole child. However, if we want to use the schools to focus on teaching our children, then the fundamental question is "should we teach

them as the whole child and try to encompass everything in the classroom, or should we teach them a basic education in our schools and use other systems to develop the other things that kids should learn?"

The way in which some of the alternative programs work this is that they have a home high school, so that the students at the alternative school can participate in the extracurricular activities at the home high school. An option for us might be that, if we develop an alternative school here [in Athens], then students who want to play football could play on the Cedar Shoals High School or Clarke Central High School team.

Another key element in establishing an alternative school is community relationships. It's not just that we want to involve the community—that is a very nebulous statement. However, we look to coordinate with public agencies. For example, rather than have our own in-house nurses and doctors, we could set up relationships with external health agencies to provide the health services. We could set up with external counseling agencies to provide some of the counseling services. We could work with UGA to expand the opportunities for an individual's development. If we have a gifted individual that's moving faster than the traditional high school will allow them, a relationship with UGA would allow us to create a program for that student that might allow them to take courses at the university. Some students may be pointed more toward vocational interest and we could incorporate Athens Technical into the program as well.

There is also a need to establish an advisory council. Most businesses have a board of directors. One of the things that we thought would work for the non-traditional school is to have an advisory council or a board of directors to have an oversight for the school and help to work with the principal

and the other administrators—focusing that school for the future. That advisory council would consist of members of the community and the student body. There would be students, educators, and members of the community.

There must be student services which would include a variety of counseling programs and also child care facilities. We spent a lot of time discussing whether we liked the idea of providing child care. It's obvious that we have a large number of teenagers that are parents now. They lose the opportunity to go to school if they don't feel comfortable about having adequate child care. We considered doing it outside or inside the school. We finally decided that is should be on-site and be open to the students, teachers, the administrators and anyone in the community. When we started to look at this possibility, we realized that it could tie in to a number of areas—we could have a course on parenting. We could let teenage parents go to school in the morning and in the afternoon they could work at that childcare center so that they could get some work experience and earn some money as well. Child care was one of the priority external student services that we felt was required.

Another element is the work option. We would need to negotiate with the community to develop work-study type programs or to develop the individual educational plan so that the person works on sight. Then the question is: how can we transfer that on-site work experience to high school credit? In a number of programs that we visited and observed, students would actually work in the theater, for example, and what they did might transfer into math credits, or English or reading credits—depending on what they did. There were also work-study programs that allowed the student to go to school in the morning, the afternoon, or the evening and work at the other times of the day.

We felt that the program needed a separate campus. One of the programs that I visited in Gwinnett did use the same building as a traditional high school and began at 3:00 in the afternoon when the traditional school was finished. That worked very well from a budgeting standpoint, but we felt that the students in the alternative program did not really feel that it was their school. They couldn't really develop that feeling of ownership when they were sharing the school space with the traditional school during the day.

Access to public transportation is also important. Transportation should not be a reason why the students can't get to school. When you choose the site for the school it needs to be within easy access to public transportation.

The accommodation of limited growth is also important. One of our fundamental findings was that we need to maintain a small school environment. If we build a school that can only handle a small population then we can avoid the problem of the school becoming too big for its own good. Our basic philosophy was that if you have 10,000 students its better to have 50 schools with 200 students in each than 5 schools with 2,000 students each. From a staffing and enrollment standpoint, involvement must be voluntary. If the program is forced upon an individual, it's not voluntary, and they won't be committed to the program. This goes for teachers as well as students. If we develop an alternative school, we can't just tell two teachers from Clarke Central "you're going to go teach." It's got to be voluntary. Participants have to be willing to accept the kind of change that occurs in this kind of school. It is different than what we're all used to and that's probably the biggest reason why we haven't changed yet to something like this. We all are, fundamentally, unwilling to make major changes.

There are some things that we left unresolved. One of them was accreditation standards and certification. There are so many hours that *must* be spent in school and a number of credits that *must* be taken. Is that right or is that wrong? Should we change the standard? Or, should we adapt the school so that we can meet the standard? It could be that the standard got us where we are today. Remember that we have 25 percent of our students not graduating.

Funding is another unresolved issue. We weren't sure where to get the funding. A lot of people say we need to fund it the way we've always funded it—from the government—from taxes. That's why we haven't been able to fund it. No one has been willing to have their taxes increased. Maybe an alternative is to have business fund the program. Maybe if we ask business what they want from our high school graduates who will be a part of their work force, and then we design the program so that we give them that product, maybe they would be more willing to support the educational process. There may be a fine line between whether business will then start to run education or whether it will just support education.

The use of existing facilities is also an unresolved issue. We would prefer not to do that, but it may be the only way to get around some of the funding constraints. We will have to look at some of the facilities in Clarke County that are available and decide to use one if we have to.

Finally, our immediate focus is going out to talk to people in the business sector here in Clarke County and in the community in order to get their involvement in beginning the development of this whole community education process. This must be done from "the ground up" rather than waiting to bring them into an education process that is already established.

The bottom line is that there are many students that are just not graduating from the traditional high school, so maybe the traditional high school shouldn't be traditional any more. The alternative approach that we looked at would encompass student/faculty ownership, flexibility, the basic requirements for education, an indepth counseling component, voluntary participation, and extensive cooperation from the community—all focused on an academic rather than a disciplinary program.

The statement that our parent task force left with the board of education, when we briefed them so that they could consider our proposal for approval, is that "we've got to stop being reactive to problems and start being proactive in finding solutions and possibilities to create something different." There is a fundamental difference between reacting to problems—trying to fix a problem—but never looking at the fundamental system that created that problem and actually taking off the blinders and saying "let's just create something new." It's difficult to accept a major change, but we're hoping that we can convince the board of education to approve the project. There has been an innovative grant submitted to the State of Georgia to get the ball rolling for this even prior to full approval. Hopefully we will get the funding and the approval.

Task Force Report A
Keeping My Child in School: What Can I Do?

Rick Parker, Leader

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Athens Housing Authority

Jacquelyn Richey, Esq., Co-Leader

General Manager
WXAG Radio Station

Task Force Reports

A. Assertive
Wild Sex
Freedom of Expression
Right to Due Process
Racial Discrimination
Racism

Sexual Discrimination
Education fc. Handicapped Children Act of 1975
Tracking
Family Educational Rights and Privacy Act of 1974
There are no Rights Without Responsibilities

B. (Prioritized List)
1. Parent Involvement
2. Lack of communication at home and school
3. Isolation—not feeling a part of
4. Teen pregnancy
5. Desire for instant gratification

C.
1. Schools and curriculum have not adapted
2. Teacher sensitivity and expectations
3. Lack of discipline

Communication

1. Who is communicating with whom?
2. Selfishness, Turf, Ego
3. Breakdown of family - lack of caring - erosion of values
4. Bureaucracy
5. Takes Time
6. Do not know of other resources available in community (churches, civic clubs, social clubs, community groups)

Change the Way that the Social Service Industry Works

1. get policy makers together with person whom they make policy for

2. use community resources to share information about agencies and programs
3. re-train human service professionals with the knowledge and skills necessary to do their job better
4. clearinghouse for information

Selfish, Turf, Ego, Interests

- Re-training/training
- Collaboration

1. shared planning
2. shared resources
3. some format of uniform governance
4. provide staff rewards for exceptional service

Breakdown of Family

- provide education in schools that address moral/value-based decision making
- mentoring of families
- change regulations that govern certain programs
- contact based delivery of services
- parenting skills (teaching students & parents)

Task Force Report B
Community Networking

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Division of Public Health
Department of Human Resources

Gwen O'Looney, Co-Leader

Chief Executive Officer
Athens-Clark County

I. Problems—Barriers to Networking
   - A. Bureaucratic barriers
   - B. Turf guarding
   - C. Who's in charge?
   - D. Customs
   - E. Financial (post paradigms)
   - F. Professional purism
   - G. Regional nuances

II. Recommendations—How barriers get removed
   A. Collaborative, inter-agency, strategic, outcome oriented action
   B. Shared decision making
   C. Flatter bureaucracy
   D. Infusion of new ideas *that work*, can work, will modify customs!
   E. Re-directed and shared resources that are pre-conditioned to require documentation of collaboration and inter-agency cooperation.
   F. Remove the pre-determined notion that only a professional approach will solve social problems (as it relates to education)
   G. Dispel myths about southerners, northerners, whites, blacks

Outcome

Networking breaks down barriers; gets information into the hands of people who never had it before! These are also the people (parents, business people, concerned citizens) who are in a position to force a change in the status quo.

Task Force Report C
Parental Participation:
Your Rights and Responsibilities

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Athens Housing Authority

Dr. Leslie K. Bates, Co-Leader

Director, Department of Minority Student
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Problems:

1. Schools and curriculum have not adapted to the "new" student (meaning those in the schools because of busing for racial balance)

2. Teacher sensitivity and expectations are not responsive to the needs of low income students or Black students

3. Lack of discipline exacerbates the tension in the schools. Many teachers lack skills to discipline '90s children; many children lack self-discipline, thus, are disruptive

4. Lack of understanding by communication between school and community causes problems

5. Effective schools are affected by selfish administrators whose egos are inflated by laying claim to chool turf: They don't want to share decision making with faculty, staff, or community.

Recommendations:

- Schools should officially address students moral value-based decision making skills
- Like students, dysfunctional families could use mentors and constant mentoring by professionals and successful families who have experienced similar concerns
- Systemic rule changes are needed in some programs for dysfunctional families
- Services should be delivered face-to-face -- not through intermediaries
- Schools should teach parenting skills

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Reaction to Task Force Reports

Dr. Jack O. Jenkins

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It is a pleasure to be with you today. It has also been a pleasure to attend some of today's sessions. As the reactant I am to react to the reports that were given here just now, and that is quite a task. Many good suggestions have been offered here today. I will try to react to as many as I can.

The report from the task force on parental participation makes several suggestions about ways to increase parental participation in the educational enterprise. Before coming to this meeting I went to the library at West Georgia College and obtained a number of books and articles on parental involvement. Many of the suggestions from the task force on parental participation are stated in this literature.

One suggestion from the task force is to create incentives for parents to participate. One must ask, "Why do parents need incentives to participate in their children's education?"

Do school systems actively discourage parental participation? Do individual teachers make it difficult for parents to become involved in their children's education. I am sure that most school systems and individual instructors would say, "No." On the other hand, is it that most parents do not care about their children's success or failure on school? I would not be surprised to find some teachers replying affirmatively to such a question.

The reasons, of course, for the lack of parental participation are many and cannot be answered with a simple, "They don't care." Just as wrong would be a simplistic notion that school systems and most individual instructors do not desire contact with the parents of their students. The reasons for the lack of parental involvement, particularly among the poor, are many and varied. Similarly, the methods to increase parental involvement must also be many and varied. Complex problems require complex and comprehensive solutions. The recommendations of the Task Force on Parental Participation (TFPP) are illustrative of this approach.

Incentives for parents to participate should prove useful. As a clinical psychologist whose orientation is behavioral, it is clear to me that consequences do control behavior. Before any program of incentives can be instituted, however, school systems will need to overcome a view that makes it undignified to "bribe" parents to become involved in their children's education. As long as an incentive program works, and parental participation is achieved that leads to better educational outcomes for the students, who cares why the parents are there?

One should not overlook the need to do comprehensive investigations of why parents are not participating at a certain school. If this cannot be done, then the available literature should be scrutinized—this should be done even if you can do

a study—to determine what are the most frequent reasons cited for lack of participation. Indeed, I was impressed by how much work has already been done in this area. Likely barriers to parental participation are transportation and scheduling problems, negative attitude of parents towards schools, insensitivity of teachers to certain groups of parents, and lack of outreach by Parent and Teacher organizations.

It is imperative that parents become involved in their children's education for the future of Georgia and this country is at stake. Currently we are facing a budget crisis in the state. One must wonder, however, if this is only a sign of things to come. At least 40% of our students do not complete high school. However, persons who fail to complete high school are more likely to become involved in crime and more likely to end up on the state's welfare rolls. It takes approximately $24,000 to keep an individual in prison for one year, and only about $5,000 to send that same person to a state college. Unless we can do something about our high drop out rate through increased parental involvement and some other strategies, I know the state of Georgia won't have the kind revenue coming in that it should for a state that will in the foreseeable future become the tenth most populous state in the union.

The Task Force on Networking (TFON) addresses an issue that is very important. How can we facilitate a strategy that has been shown to pay off in so many ways. Networking can result in the attainment of needed services, jobs, and money. Unfortunately, too many persons do not know how to network, or fail to recognize its usefulness. The TFON presents recommendations that, once again, suggest a comprehensive approach to addressing the need to increase networking to aid parents and children. Particularly interesting is the recommendation that networking e mandated by requiring

that certain agency resources be released only after networking is documented.

An issue related to lack of creation or use of networks by certain individuals is an attitude to helplessness, an attitude that I have to solve my problems alone. This attitude results in some persons saying, "I can't go to college because I don't have the money." This attitude denies that colleges have financial aid available. This attitude denies that maybe the person knows someone who knows someone who knows someone who can provide a job or some information on how to obtain financial assistance. Networks must not only be created, but persons must understand how to use them to help others and themselves.

Finally, the Task Force Report on Student Retention (TFROSR) addresses an issue of critical importance that I mentioned above. Dropping out of school almost automatically guarantees the individual fewer economic resources than a high school graduate, until such time as the person can earn their degree. It also may guarantee that their children and spouses will have to do without some needed resources. Once again, this is a complex problem that requires a comprehensive solution. That does not mean that we do nothing while a comprehensive solution is sought, however. You may make the difference as a teacher, parent, or concerned friend or relative in whether a child stays in school or not.

In my work as a psychologist I have encountered some situations where the child is simply at home and the parent (also a high school dropout) makes very little effort to get the child to return to school. In situations like this we can throw up our hands and say, "What sorry people!" "They don't even care enough to sent their children to school." Unfortunately, this kind of attitude, while making you feel better because

you are such a good person who would never let something like this happen, does nothing to help this child get back to school. At least one strategy then, is to work to change the attitudes of children who are likely to drop out, and that of their parents, to keep them in school.

One group of methods mentioned relates to increasing the number of individuals who are able to do outreach work, and making sure that such persons obtain adequate training. I support such a thrust wholeheartedly. I mentioned above the cost of the high school dropout rate to Georgia. An individual who is being paid $25,000 a year who helps keep only five students in school each year is earning his or her money. Last year at West Georgia College we began masters and specialist degree programs in School Home Services. The School Home Services track is designed to train individuals to be able to do what we have just discussed, doing outreach work for school systems to help keep children in school. More such programs are needed to help reduce Georgia's high high school drop out rate.

In summary, let me state that the work done at this conference is very important. I can only encourage you to follow through on some of the suggestions.

Thank You.