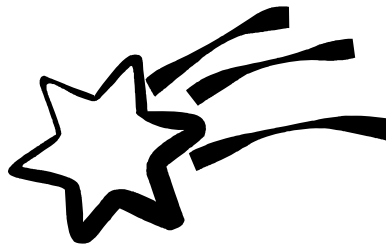


*Washington State Training & Registry System*  
(STARS)

Certified STARS Instructor: Lita Tabish, M.Ed.

Study Guide and Workbook for:  
STARS 10 Hour Course

**Individual & Cultural Diversity**



This is an Internet class please go to the website:

**[www.starsclasses.com](http://www.starsclasses.com)**

Once at the website; Click on “Enter your Classroom” and choose your class. All the class assignments are listed for you. Send all work in by e-mail. For questions, assistance, or to turn in your assignments please e-mail:

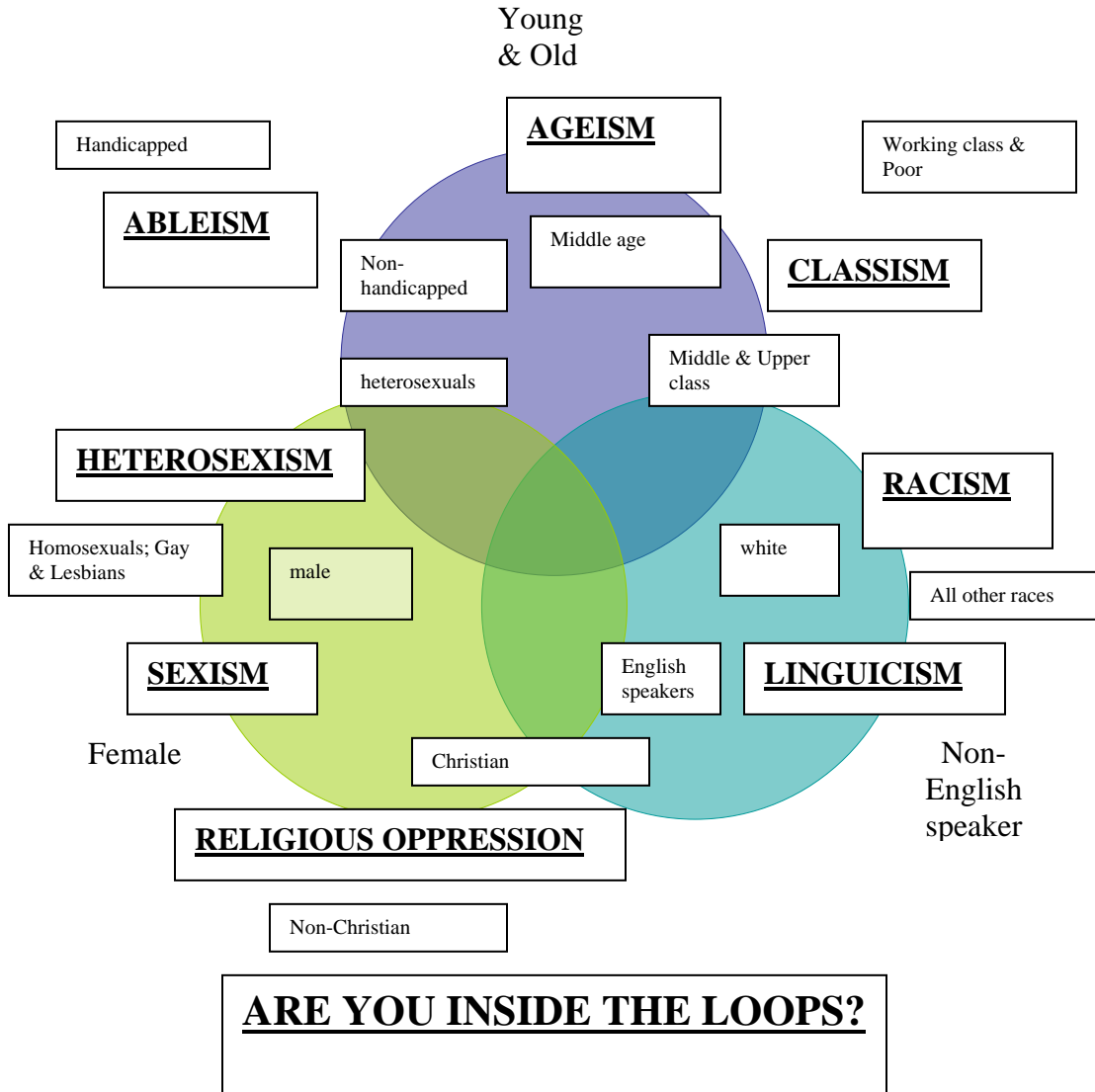
[diversity@starstab.com](mailto:diversity@starstab.com)



## Information

- ❖ Read this workbook and use it as a class resource. All assignments are completed by E-Mail. Do not submit this workbook, it is to be kept for your future reference.
- ❖ The course assignments can be found at the class website: **www.starsclasses.com** once you are at the site go to “**Enter your Classroom**”. Choose “**Individual & Cultural Diversity**” class choice.
- ❖ Please be sure to use the links set up at the “**Study Links**” page. There you will find a variety of links to sites that will help you complete your assignments. You may bookmark these to your own computer for use in the future.
- ❖ All assignments are to be turned in by e-mail please just send them to: **diversity@starstab.com** As you finish one assignment go directly on to the next one. You will receive an automatic notice after each assignment is e-mailed in.
- ❖ Remember: “No News is Good News” as you will only be notified if your assignments are incorrect or incomplete. So continue on at your own pace until you have finished. You will be notified by e-mail once you have completed all five assignments.

# What is Diversity?



## How Are You Intelligent?

What does intelligence mean? We used to consider someone “smart” if they did well in language & math activities, but Howard Gardener, a psychologist at Harvard, suggests that people can be intelligent in several different ways. Read the descriptions below, and see where you fall in all areas:

<p><b>Verbal Intelligence</b></p> <ul style="list-style-type: none"> <li>❖ I like to tell jokes &amp; stories, or tales</li> <li>❖ Books are important to me</li> <li>❖ I like to read</li> <li>❖ I often listen to radio or tapes</li> <li>❖ I write easily and enjoy it.</li> <li>❖ I quote things I’ve read.</li> <li>❖ I like crosswords and word games</li> </ul>	<p><b>Intrapersonal Intelligence</b></p> <ul style="list-style-type: none"> <li>❖ Aware of inner strengths, feelings, and weaknesses</li> <li>❖ Consider myself a loner</li> <li>❖ Enjoy activities by myself</li> <li>❖ Enjoy solitude</li> <li>❖ Deep sense of self-confidence</li> <li>❖ Motivated by independent study</li> <li>❖ I have intuitive ability</li> </ul>
<p><b>Logical Mathematical Intelligence</b></p> <ul style="list-style-type: none"> <li>❖ I compute math problems easily.</li> <li>❖ I enjoy math and using computers.</li> <li>❖ I like strategy games.</li> <li>❖ I wonder how things work.</li> <li>❖ I like using logic to solve problems.</li> <li>❖ I reason things out.</li> <li>❖ I like to use data in my work, to measure, calculate, and analyze.</li> </ul>	<p><b>Visual Spatial Intelligence</b></p> <ul style="list-style-type: none"> <li>❖ I visualize clear pictures.</li> <li>❖ I think in pictures and images.</li> <li>❖ I am sensitive to color.</li> <li>❖ I can find my way around unfamiliar areas.</li> <li>❖ I draw and doodle.</li> <li>❖ I like illustrated books.</li> <li>❖ I easily read maps and charts.</li> <li>❖ I enjoy jigsaw puzzles.</li> <li>❖ I like slides, movies, and photographs.</li> </ul>
<p><b>Interpersonal Intelligence</b></p> <ul style="list-style-type: none"> <li>❖ People look to me for advice.</li> <li>❖ I prefer team sports.</li> <li>❖ I have many close friends.</li> <li>❖ I like working in groups.</li> <li>❖ I’m comfortable in a crowd.</li> <li>❖ I have empathy for others.</li> <li>❖ I can read situations and people.</li> </ul>	<p><b>Bodily-Kinesthetic Intelligence</b></p> <ul style="list-style-type: none"> <li>❖ I process information using bodily sensations.</li> <li>❖ I fidget while sitting.</li> <li>❖ I like to touch or be touched when talking.</li> <li>❖ I use hand gestures when speaking.</li> <li>❖ I like working with my hands on crafts or hobbies.</li> <li>❖ I like to walk or jog.</li> <li>❖ I touch things to learn more about them.</li> <li>❖ I think of myself as well coordinated.</li> <li>❖ I enjoy amusement park rides.</li> <li>❖ I learn by doing rather than reading or watching.</li> </ul>
<p><b>Musical Rhythmic Intelligence</b></p> <ul style="list-style-type: none"> <li>❖ I like to listen to musical selections on radio, records, cassettes.</li> <li>❖ I am sensitive to music and sounds in the environment</li> <li>❖ I can remember melodies.</li> <li>❖ I listen to music when studying.</li> <li>❖ I enjoy singing.</li> <li>❖ I keep time to music.</li> </ul>	

## **Many Americans Get Welfare: Why Are the Poor Targeted?**

- By allowing taxpayers to deduct interest payments on home mortgages, the federal government gives an annual \$41 billion subsidy to homeowners who are mainly middle class and wealthy, 85% of the subsidy is for taxpayers earning above \$50,000.
- The federal government provides an annual \$39 billion subsidy to agribusiness, compared to \$15 million for AFDC (welfare). In 1991 the USDA gave Gallo wines 55.1 million to promote wines. M&M 51.1 million to promote candy bars and McDonald's \$465,000 to promote chicken nuggets.
- The federal government spends 5,900 billion a year on entitlement programs-Social Security, veterans benefits, housing tax breaks, civil service pensions, food stamps, etc. Four hundred billion dollars goes to households with incomes over 53,000 and 5200 billion of that goes to households with incomes over 550,000.

**Hunger Action Network**  
Albany, N.Y., December 1995

## **Competition and Our Society**

Often politicians chide educators to improve the schools to the United States can maintain its number-one position in the world. In his telling book *We're Number One: Where American Stands and Falls in the New World Order*, Andrew Shapiro compares the United States to the nineteen major industrial nations in the areas of health care, education, the economy and so forth. Among his findings are:

- The United States is number one in billionaires- and number one in children living in poverty.
- The United States is number one in highest-paid athletes, but last in teachers' salaries.
- The United States is at the top in the ratio of CEO pay to that of the average manufacturing worker, 25:1 The next highest is France at 16:1 Japan stands at 11:1 and Germany at 10.1.
- We're last, however in paid vacation days, at 10.8. Spain offers the most at 32, closely followed by the Netherlands, Norway and Germany.

## **Ageism in Children's Literature**

Numerous studies document that the elderly do not get a fair shake in children's literature. Research on age and ageism in children's literature found very few older characters in it, when portrayed, they usually did not have a major role and were not readily noticeable characters. Cumulative portrayals of older people showed them as unimportant, unexciting inarticulate, flat, unidimensional, unimaginative, noncreative, and boring. Three adjectives were consistently used to describe older people: old, sad, poor. Meaningful, realistic, positive characterization of older people were rare.

Education Digest, 1 2/93

## **Topics Relating to Equality**

1. What are the problems/good things about being male/female?
2. What are the advantages/disadvantages of being white/a person of color?
3. What are the positive and negative aspects of being young?
4. What are times in your life you've been taken advantage of?
5. What are times you've stood up for other people who were being taken advantage of?

## **Democracy for the 21<sup>st</sup> Century**

Today this nation's people is more diverse than ever. If there is to be democracy in the 21<sup>st</sup> century, it must be a multiracialmulticultural democracy. Unless democracy is conceptualized such that all groups are included, democracy loses its meaning. And if a democracy which includes all of America's people is to be fostered and prefigured in this nation's educational system, then multicultural education must be at heart, and not on the margins, of all discussions about education in this country. In this situation, multicultural education becomes not a matter of simply adding new material to the school curriculum, but of fundamentally re-visioning the relationship of schooling to a democratic society.

Theresa Perry and James Fraser  
*Freedom's Plow*, p. 3, 1993

## **Racism Hurts White Children**

Cultural racism as expressed in educational materials limits the development of white children, it provides them with a false sense of their own self-esteem. Their self-esteem is not based on real things but on the alleged inferiority of someone else. And it frequently gives them a sense that they are owed something because they are white.

Dr. Alvin Poussaint in Bulletin,  
Council of interracial Books for Children, Vol. 7, No. 1

## **Why Discuss Lesbian and Gay Issues with Children?**

All children need to feel safe in schools and to have their personal experience validated. Teachers do not necessarily know which children in their classes have a gay, lesbian, or bisexual parent, aunt, uncle, cousin, grandparent or other significant person in their lives; which children have friends whose parents are gay; or which children will grow up to be gay themselves. All children need to have the existence of gay people recognized, and to be taught that all people, regardless of sexual orientation, are entitled to respect-

Lesbian and Gay Parents Association  
San Francisco, Ca 1995

## **Girl's Self-Esteem**

In their comprehensive book *Failing at Fairness: How America's Schools Cheat Girls*, David and Myra Sadker present their research on what happens to girls' self-esteem in middle school. Among their findings are:

- Boys feel that “they can do things: while girls’ belief in themselves falls.
- Teachers tend to jump in and help girls rather than supporting them in figuring things out themselves.
- Many girls lose the courage to express their honest thoughts and feelings; e.g., they might raise their hands halfway up and then pull them down.
- Bright girls play down their intelligence in order to be accepted

## **Reading for Teachers**

- *In Gender Play: Girls and Boys in School*, Barrie Thorne examines the social interaction of girls and boys in elementary school, especially in relation to gender socialization and the use of power.
- The voices of adolescent girls tell of the effects of sexism on their lives, spirit and self esteem in Mary Pipher’s book *Reviving Ophelia: Saving the Selves of Adolescent Girls*.
- In *Boys Will be Boys: Breaking the Link Between Masculinity and Violence*, Myriam Miedzian looks particularly at how boys are drawn to the masculine mystique by the superiority promised by their socialization.

## English Language Development: Know your Student's Language Proficiency, BICS, CALP and Affective Filter Level.

AREAS OF LANGUAGE PROFECIENCY	CONTENT AREA (often related to prior knowledge)	LANGUAGE (often related to time)
SPEAKING: often conversational speaking takes 3 years to develop. Heavy accenting is often Normal in the beginning.	To what extent is the student able to express her or himself verbally about the material	To what extent is the student's participation in discussion and vocabulary used understandable?
LISTENING: listening is best developed when students are able to be visual and kinesthetic as well as auditory	To what extent is the student able to understand material through listening to you, other students or other sources?	To what extent are listening skills conducive to comprehension?
READING: toughest area to understand, L1 is related to L2 proficiency	To what extent is the student able to read and <b>comprehend</b> , thorough context and/or prior knowledge, <b>material</b> relevant to lesson?	To what extent are reading skills conducive to comprehension, regardless of material?
WRITING: expression in writing will develop as speaking/listening skills (BICS) develop. Often journaling is the fist best step.	To what extent is the student able to express her or himself in writing <b>about material</b> ?	To what extent are writing skills fluent in thought, conventions, organization, vocabulary, etc.?
BICS: Basic Interpersonal Communication Skills are the survival skills that help the student to socialize with peers and teachers. Often, BICS is confused with fluency.  CALP: Cognitive Academic Language Proficiency is the most important area for student achievement. Often CALP in L1 affects L2. The more context in content class, the better.	Is the student able to use interpersonal communication skills to relate to others <b>regarding material</b> on a surface level?  Is the student able to use cognitive academic language proficiency to understand and illustrate <b>understanding of the material</b> or content?	Is the student able to use oral language to communicate using <b>fluent speech</b> that is conversational in nature?  Is the student able to fluently express understanding of material through <b>fluency of speech</b> or writing an with grade level vocabulary?
Affective Filter: student does not want you to "know what he/she doesn't know"	Is student's ability to take risks related to hi/her comfort level with <b>material</b> ?	Is student's ability to take risks related to <b>language skills</b> '?

### TERMS FROM OTHER LANGUAGES

**DIRECTIONS:** Review the following foreign word pronunciations and practice them during the course. Provide the class with additional words from languages with which you are familiar. If there is a predominate second language spoken in the class in which you have been paced, learn some common word pronunciations and teach them to the class.

	Chinese	French	German	Hindi	Italian
Welcome	Huan ying	Bienvenue	Willkommen	Swagatam	Benvenuti
Good morning	Nee-dzau	Bonjour	Guten morgen	Namaskar	Buon giorno
Good Afternoon	Nee how	Bon après-midi	Guten tag	(same)	Buon pmmmeriggio
Hello	Nee-how	Salut	Hallo	Kemcho	Chow
Thank You	She-eh	Merchi	Dankeschon	Aabhar	grazie
Mother	Ma ma	La mere	Mutter	Mata ji	La madre
Father	Ba ba	Le pere	Vater	Pita ji	Il padre
Sister	Jay jay (older) May may (younger)	La soeur	Schwester	Bhen	La sorella
Brother	Gu gu (older) Dee dee (younger)	Le frere	Bruder	Bhai	Il fratello
Child	Bi dzu	L'enfant	Kind	Bacha	Il bambino (boy) La bambina (girl)

### TERMS FROM OTHER LANGUAGES

	Tagalog (Philippines)	Portuguese	Spanish	Vietnamese	Other
Welcome	Tuloy Kayo (come in)	Benvindo	Bienvenido	Hwan-ng yan	
Good Morning	Magandang un uga	Bom dia	Buenos dias	Chow bouy sang	
Good Afternoon	Magan dang hapon	Boatarde	Buenas tardes	Chow bouy chew	
Hello	Hello	Ola	Hola	Chow um (man) Chow nah (woman)	
Thank You	Salant po	Obrigado	Gracias	Cam-um	
Mother	Ma	Mac	Mama	Me	
Father	Ama	Pui	Papa	Cha	
Sister	Ate	Irma	Hermana	Chi (older) Em-guy (younger)	
Brother	Kuya	Irmao	Hermano	Anh (older) Em- z-eye	
Child	Hata	Crianca	Nino (boy) Nina (girl)	em	

## **Regulations, best practices, and helpful hints about: Agency Practices**

### **Chapter 31. WAC 388-150-390 to WAC 388-I 50-410**

#### **Respecting Individuals Rights and personal Beliefs**

##### **Nondiscrimination**

Chapter 49.60 of the Revised Code of Washington (RCW) describes the rules and procedures for the state Human Rights Commission, In part, it states:

“The right to be free from discrimination because of race, creed, color, national origin, sex, or the presence of any sensory. Mental or physical handicap is recognized as and declared to be a civil right. This right shall include, but not be limited to: (a) The right to obtain and hold employment without discrimination: (b) The right to the full enjoyment of many accommodations, advantages, facilities, or privileges of any place of public resort, accommodation, assemblage, or amusement.”

This applies to child day care centers.

The law means that you cannot turn down people for staff positions for one of the above reasons if they can do the job.

You must take steps to adjust job duties or provide physical support so that people with mental or physical disabilities can do the job.

Your licenser can provide nondiscrimination posters, guidelines for developing a grievance procedure, and information on interpreter services.

Centers built before 1977 and having fewer than 15 employees may not need to make facility changes for people with special needs. All centers, however, must make reasonable efforts to:

- Serve disabled children
- Care for children with special needs in the main group
- Provide training resources for staff

You cannot deny a child a place in your center because of a sensory, mental, or physical handicap if the center has equipment and staff to meet the child’s needs. In practice, staff skills may need to be higher, staff child ratios lower, and program supervision greater if you enroll children with special needs.

XII the children in your program, however, will benefit from learning firsthand about special needs.

In addition, the importance you place on treating all people fairly sets and example for the children in your care. What you say, the way you say it,

the way you act, and even your choice of books and other materials can help children think well of themselves and all other people.

You must include center policies on discrimination in the written material you give parents when they enroll their child. See the resource section for the rights guaranteed by federal legislation:

- Title IV. Civil Rights Act of 1964
- Section 504. Rehabilitation Act of 1973

### Recognizing People's Religious Convictions

Whatever position you center takes about its instruction and practices, it is important the parents know your plans ahead of time. Your program's religious content can be a very important point for parents who are deciding whether they want to enroll their child in your program. The written material you give parent who decide on your center must contain your center's policy and procedures about religious activities.

If your center shares space with a church, parents may wonder if your program also includes religious instruction. They may have concerns if there are religious pictures on the walls in areas the children receive care. If yours is not a religious program, make the separation clear from the start. Let parents know what you tell children who ask about religious objects that they see in the center.

If your center is not linked to a church, the children who attend still have a right to their own religions. You can neither force a child to say grace, or prevent a child from saying grace. Tell parents you want to know about activities they expect their child to do or not to do at your center. Let them know you will do your part to see that staff honor their wishes. In some religions, for example, birthday parties are improper. Parents may wish their child to receive care temporarily in another part of the building when such events are taking place.

## **Non-Discrimination Policy**

It is the Policy of the child care center that no person shall be subjected to discrimination because of race, color, national origin, sex, sexual orientation, age, religion, creed, marital status disabled or Vietnam Era Veteran status or the presence of any physical, mental, or sensory handicap.

This policy is consistent with Titles VI and VII of the 1964 Civil Rights Act; Sections 503 and 504 of the Rehabilitation Act of 1973; the Age Discrimination Act of 1975 and the Age Discrimination in Employment Act of 1967; the 1974 Vietnam Era Veteran Readjustment Assistance Act; the Governors Executive Order 85-09; and the Washington State Laws Against Discrimination, RCW 49.60.

This Policy applies to every aspect of the agency's programs practices, policies, and activities, including client services and employment practices.

## Lesson 1. Teasing vs. Bullying

### Objectives

To raise student awareness of the kinds of joking, teasing and bullying which regularly take place; categories; to encourage appropriate interventions in teasing and bullying incidents; to make public a social problem that interferes with student learning, cooperation, concentration and self-esteem; to promote open student discussion of a complicated topic.

### Teaching Note

During this activity, students may mention examples of behavior that you think qualify as sexual harassment. If this happens, let the students decide where on the lists these examples belong. This is not the time for teachers to introduce the terms “sexual harassment” or “sexist” to the discussion—unless a student raises these concepts and words himself or herself. Sexism and sexual harassment will be introduced and discussed in later lessons.

### Preparation

- Prepare three lists with heading and subheadings on either the chalkboard or on big sheets or newsprint (these sheets may be used as references in later lessons). Title the three lists “Words,” “Gestures,” and “Physical.” Under each main heading, write the three subheadings “Joking,” “Teasing” and “Bullying.” During the discussion, anticipate creating a fourth subheading at the bottom of each of the three lists titled “It Depends...” At this point, the three lists should look like this:

Words  
Joking Teasing Bullying

Gestures  
Joking Teasing Bullying

Physical  
Joking Teasing Bullying

- *Important Note:* Your students may want to elaborate upon the subheadings “teasing” and “bullying” to include additional categories of behavior. During the piloting of this lesson, some students indicated that a third category, “fooling around/joking,” precedes teasing and that a fourth category, “Fighting/Violence,” may follow bullying. Allow enough space on the three lists for additional subheadings—as students indicate.
- Decide beforehand if you will allow students to use profanity and “bad words” during the activity or if they should speak in euphemisms. An alternative is for students to write their answers on small pieces of paper or notecards and hand these to you to decide later what to record on the lists.
- Ask students to arrange their chairs in a circle or semi-circle, if possible.
- Decide upon the ground rules; e.g.,
  1. Everyone must listen when someone is speaking.
  2. Don’t get personal by mentioning anyone’s name when telling about a specific incident.
  3. Ask students to determine other guidelines.
- Encourage student to be in their most “mature” behavior mode.

Words  
**Words**

Joking

Teasing

Bullying

Violence

You got big ears	nerd	
flat-chested		when you say something about
four eyes		someone they can't change
Not letting someone join		
because of how they look		
	toothpick	racial slurs
	motor mouth	faggot
	you dummy	chicken
	your mother	
FatsO		
Teased you are weak	when you don't want to fight back	

It Depends

Is s/he smiling or laughing?  
 Body language  
 Tone or voice

**Gestures**

Joking

Teasing

Bullying

Violence

middle finger		
sticking out tounge	stealing something	
mimicking someone's walk		
making faces	being framed	
sticking finger in mouth	shooting spitballs	
cheerio sing, "O"	sucking your teeth	
whistling		
buck teeth	pretending to be crazy	
knocking head against desk	hitting fist in palm	
snapping fingers		
rolling eyes		
burping in someone's face		

It Depends

Who else is around  
 If s/he is your friend

**Physical**

Joking

Teasing

Bullying

Violence

hiding	punching	
picked last	head lock	
mock kick	kicking	
pulling hair or ear	slamming or slapping	
pushing		
patting back	poke eyes	
mimic a kick	slapping back of head	
"play" fight	body slam	
stealing glasses	then called four-eyes	
	no one plays with you	

## Sexual Harassment: It's No Joke!

- **Sexual harassment is unwanted and unwelcomed sexual behavior** which interferes with your right to get an education or to participate in school activities. In school, sexual harassment may result from someone's words, gestures or actions (of a sexual nature) that make you feel uncomfortable, embarrassed, offended, demeaned, frightened, helpless or threatened. If you are the target of sexual harassment, it may be very **scary** to go to school or hard to concentrate on your school work.
- **Sexual harassment can happen once, several times, or on a daily basis.**
- **Sexual harassment can happen any time and anywhere** in school-in hallways or the lunchroom, on the playground or the bus, at dances or on field trips.
- **Sexual harassment can happen to anyone!** Girls and boys both get sexually harassed by other students at school.
- **Agreement isn't needed.** The target of sexual harassment and the harasser do not have to agree about what is happening; sexual harassment is defined by the girl or boy who is targeted. The harasser may tell you that he or she is only joking, but if their words, gestures or actions (of a sexual nature) are making you uncomfortable or afraid, then you're being sexually harassed. You do not have to get others, either your friends, teachers or school officials, to agree with you.
- **No one has the right to sexually harass another person!** School officials are legally responsible to guarantee that all students, you included, can learn in a safe environment which is free from sexual harassment and sex discrimination. If you are being sexually harassed, your student rights are being violated. Find an adult you trust and tell them what's happening so that something can be done to stop the harassment.
- **Examples of sexual harassment in school:**
  - Touching, pinching, and grabbing body parts
  - Being cornered
  - Sending sexual notes or pictures
  - Writing sexual graffiti on desks, bathroom walls, or buildings
  - Making suggestive or sexual gestures, looks, jokes, or verbal comments (including "mooring," "barking" and other noises)
  - Spreading sexual rumors or making sexual propositions
  - Pulling off someone's clothes
  - Pulling off your own clothes
  - Being force to kiss someone or do something sexual
  - Attempted rape and rape

### **Remember:**

**Sexual Harassment is Serious and Against the Law!**

## **PUT-DOWNS**

**OBJECTIVES-** To develop sensitivity to stereotyped put-downs, understand their sources and their effect on both people involved.

**MATERIALS-** Chart paper and markers.

**IMPLEMENTATION-** Start this as a group project. Ask students to think of put-downs they hear that stereotype people. Brainstorm either as a whole class or in small groups. Here are some examples, if you need them to get going.

“You faggot,” “Retard,” “Indian-giver,” “You’re a sissy,” “Dumb nigger,” “You’re just a baby, I won’t play with you,” “That’s for girls only,” “Dummies,” “He’s worn that same sweater for four days, I’m not going next to him,” “Four-eyes.”

Be very insistent that students understand that these put-downs do reinforce stereotypes. This activity hits very close to home, and many times students will deny the power of these put-downs with statements like, “Everyone says that, it doesn’t mean anything.”

Help students see that by using such language, no matter how it is intended or what is ‘-accepted,’ they are still using race, class, sex, or age to put someone down. Even if, for example, black students call each other “nigger,” they are accepting and reinforcement a negative, powerless image of themselves and other black people.

### **DISCUSSION**

1. How does (put-down) reinforce (racist, sexist, etc.) stereotype? How do put-downs reinforce “me-first” thinking?
2. How do you feel when you say one of these to someone? How do you feel when someone says it to you?
3. Where do you learn these phrases?
4. Why do people say things like this?
5. What other ways can we express the same emotions?
6. How comfortable are you about reinforcing stereotypes and the “isms” in this way? What do you want to do about it?

### **Dealing with Put-Downs of Homosexuality**

The terms “faggot,” “sissy,” “dyke” are commonly used as put-downs and thereby reinforce strict gender-defined behavior and norms. What boy will dare be gentle if he risks the label “faggot”? Furthermore they perpetuate negative images of lesbians and gay men.

Talk to students about how these put-downs hurt people. Remind them it’s okay for boys to be sensitive and girls strong. Discuss how these put-downs enforce homophobia. Explain that their expression of friendship and affection toward people they care about-no matter what their gender-is part of being human.

## Worksheet: Inventory of Games and Toys

Name of store \_\_\_\_\_

**or**

Name of the family \_\_\_\_\_

1. List three young children's toys. Next to each, list the genders and races of the children depicted on the package. What are they doing?
2. List young children's toys whose packages mix races and genders.
3. List three board games. Note race and gender of children on packages.
4. List games whose packages mix races and genders.
5. List three toys for older children, Note races and genders of children on packages. What are they doing?
6. List toys for older children whose packages mix races and genders.
7. Which packages or toys and board games included children with disabilities? How many did not?
8. If you are in a store, talk with three people shopping there. Share your findings with each. Describe these people and their reactions. If you do this at home, share your findings with an adult there. Describe that person's reactions. Act similarly at a library, community center, etc.

## **Kids with Dyslexia**

**The highly verbal five year old who can't master the alphabet.**

**The bright, creative seven year old who's behind in his reading skills.**

**The talented teenager whose mediocre grades are blamed on lack of motivation.**

**The college student who scraped by in high school and now feels overwhelmed.**

What these otherwise bright sociable young people have in common is a disability that makes learning in the "usual" way difficult. Dyslexia, characterized by problems with learning to read, remembering what was read, spelling and organizing thoughts may be noticed as early as kindergarten or may never be diagnosed. Because it interferes with the ability to learn in school, dyslexia can impose frustrations on both students and parents.

The cause of dyslexia is not known. Learning disabilities are generally thought to be a result of subtle miscues in the organization of the brain. The messages the brain is sending seem to get jumbled up or confused. People with dyslexia may be able to hear and see perfectly well, but what they hear and see looks different and sounds different than it would to most people. The miscues that cause dyslexia are thought to be present at birth and influenced to some degree by heredity. Approximately five to ten percent of school-age children have some type of learning disability.

Typically, with dyslexia, there is a wide gap between IQ and school achievement. This gap cannot be attributed to poor teaching at school; lack of stimulation at home, or emotional factors. Often the dyslexic child's ability to think creatively and abstractly is quite good, but his basic reading and spelling skills are weak.

A child with dyslexia who observes peers reading and making progress may feel "stupid" because he can't keep up. And as he continues to experience failure in the classroom his self-esteem may take a beating. Educators emphasize the importance of identifying a learning disability as early as possible, so the child can begin to learn in alternative ways and achieve a degree of success in school.

### **Diagnosing Dyslexia**

Schools, community-based psychologists, and many hospitals (including DuPont Hospital for Children) offer testing of children who appear to be at risk for a learning disability. Candidates for testing include children with at least normal intelligence who are not doing as well in school as predicted by standard intelligence tests. The comprehensive evaluation for a learning disability involves a series of cognitive, linguistic, social/emotional, and academic tests. Once a diagnosis is made, a treatment plan can be developed. Treatment or helping the child find ways to learn, requires the close cooperation of parents and teachers and may also involve reading therapists or tutors.

Fortunately, the majority of children with dyslexia are able to learn strategies and techniques that allow them to stay in the regular classroom. The least restrictive environment is usually best. However, special education placement is sometimes reversed order i.e., "was" looks like "saw." While this type of problem can be associated with dyslexia, the disorder cannot be explained simply as seeing letters backwards. Dyslexia is marked by difficulties making the basic connection between symbols (letters) and their sounds.

When most children learn to read, they use typical "decoding" skills recognizing letters on sight and learning the sound each letter makes. Then they begin to figure out (decode) what the letters will look and sound like when they are put together to form words. For people with dyslexia, the

decoding process may be a challenge for several reasons. They may be unable to differentiate between certain sounds (such as “p” and “b”), or they may see the letters spaced incorrectly, like this:

**The word sare notsp aced cor rect ly**

**The words are call pushed together**

Necessarily for the child to get the help he needs to work and around the disability.

### **Learning Strategies that Work**

**Compensatory strategies** provide ways for the child to get around the effects of dyslexia. They include audio taping lectures or texts, using flashcards to learn new things, positioning the child in the front of the classroom to better observe his teacher, and using a computer with spelling and grammar checks.

**Remediation** is a method of teaching that allows the child to get the information he needs in a way that he can learn. There are three components to remediation:

1. Teaching small units
2. “Over-reaching”
3. Multi-sensory presentation

By presenting small units of information, the child can better concentrate on and master difficult material a little bit at a time. For example, word families are introduced, such as the “at” family – cat, fat, mat, etc. The child learns to think about the sounds of the letters and the shape his mouth makes saying those sounds. The information is taught in a meaningful context several times, more so than would seem necessary. The over-teaching component is important. The repetition helps the dyslexic student, who tends to “lose” information quickly.

AS the child is saying and reading the words, he is tracing the as well – getting the “feel” of the words. Visual displays are included with verbal instructions. Heat-ins, saying, seeing, and touching the learned material provides multisensory reinforcement. It is sometimes difficult to determine a dyslexic child’s precise are of deficit. –Multi- sensory presentation teaches to all the senses in hopes that faster learning is accomplished. It’s extremely helpful for parents to learn and practice these techniques at home as well.

## Spelling Success

Because the dyslexic student even with appropriate intervention, often finds school a struggle, the development of his healthy self-image is at risk. For that reason, parents are advised to focus on activities at which the child excels, such as sports, hobbies, or collecting music, art, drama, or volunteering also may help the child feel special. Experts agree that dyslexia is not necessarily an impediment to success: many dyslexics are in fact gifted in some way. Dyslexia often provides that extra drive, that spark or creativity that comes from developing different ways of thinking and working around a system.

There are many famous people who have achieved remarkable success in spite of, or perhaps because of, their disability. They include some of the most imaginative thinkers of our times: Winston Churchill, Walt Disney, Albert Einstein and Thomas Edison. Entertainers Tom Cruise, Whoopi Goldberg, and Cher have dyslexia, as do athletes Nolan Ryan and Bruce Jenner. Just because a child had dyslexia it doesn't mean his parents or teachers should have lower expectations for him. The artists, athletes, scientists, and statesmen mentioned here were all able to achieve great things despite their "trouble with words."

## What is AD/HD?

Attention deficit hyperactivity disorder (AD/HD) is a common childhood behavioral disorder, but it can be difficult to diagnose and even harder to understand. What should you do if your child had AD/HD, and how can you help your child deal with this disorder?

### Symptoms and Signs of AD/HD

Children who have AD/HD may know what to do, but they are not always able to complete their tasks because they are unable to focus, impulsive, or easily distracted. For example, children with AD/HD often cannot sit still or pay attention in school.

Estimated to affect 3% to 5% of children in the United States, AD/HD can create problems for these children at home, at school, or in their relationships with friends. According to the National Institute of Mental Health (NIMH), two to three times more boys than girls affected by AD/HD, but the reason for this difference is not clear.

But what is AD/HD? You may be more familiar with the term **attention deficit disorder**, or **ADD**. This disorder was recently renamed AD/HD and includes three subtypes:

1. an **inattentive** subtype (formerly know as attention deficit disorder, or ADD), with signs that include:
  - being easily distracted
  - an inability to pay attention to details
  - not following directions
  - losing or forgetting things like toys, notebooks, or homework.
  
2. a **hyperactive-impulsive** subtype (formerly known as attention deficit hyperactivity disorder, or ADHD) with signs that include:
  - fidgeting
  - squirming
  - blurting out answers before hearing the full question
  - difficulty waiting
  - running or jumping out of a seat when quiet behavior is expected

3. a **combined** subtype (the most common of the subtypes) with signs that include those from both of the other subtypes and can be seen with or without hyperactivity.

To be considered for a diagnosis of AD/HD, a child must display these behaviors before the age 7 and the behaviors must last for at least 6 months. The behaviors must also be negatively with AD/HD, these behaviors occur more frequently and are more disturbing to the children and those around them.

#### **What Caused AD/HD?**

There is no one cause of AD/HD that has been identified, but researchers have been looking at a number of possible genetic and environmental links, such as smoking while pregnant. Research shows that some children may have a genetic predisposition toward AD/HD. Other children may experience abnormal fetal development that affects the areas of the brain controlling attention and movement. Although scientists are not sure whether this is a cause of the disorder, they have also found that certain areas of the brain (in the frontal lobes and basal ganglia) are about 10% smaller in size and activity in children with AD/HD.