What Is It About Me You Can’t Teach?

Presented by:
Diane C. Watkins
&
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We are pleased to meet you!
Our Focus Today

1. CHALLENGES OF THE POPULATIONS
2. DID YOU KNOW? (CURRENT STATISTICS)
3. STRATEGIES FOR SUCCESSFUL TEACHING
4. QUESTIONS
Soooo…
WHY CAN’T YOU TEACH ME???
IS IT THAT
I read below grade level?
Fourth graders “below proficient” in reading
Eighth graders “below proficient” in reading
Twelfth graders “below proficient” in reading

Results of 2013 National Assessment of Education Progress (NAEP) Reading Test
% of students reading below grade level
IS IT THAT
I need more than a lecture to learn???
Learning Styles of Elementary-Aged Children

- Visual: 65%
- Auditory: 20%
- Kinesthetic: 5%
- Other: 10%
TIPS FOR TEACHING VARIOUS LEARNING STYLES

• **Visual Learners** have a keen sense of observation and need to be able to focus on the speaker, sitting close enough to pick up visual cues.

• **Auditory Learners** often like background music to block out interrupting noises. Have these students repeat directions and key information.

• **Kinesthetic Learners** work best, with manipulatives, blocks, and other learning items they can physically move around.

• **Other Learners** require a variety of strategies.
IS IT THAT
you really can’t relate to issues of poverty because you see
things only through your MIDDLE CLASS eyes?

A NEW WAY OF LOOKING AT POVERTY...

The new term for POVERTY is -
REDUCED ECONOMIC CIRCUMSTANCES (REC)

According to Education Week (June 2013)
How much do YOU know about poverty or REDUCED ECONOMIC CIRCUMSTANCES?

Let’s take a brief quiz!
According to the 2013 U.S. Census Bureau, what is the poverty line?

A family of four (2 adults and 2 children under 18) that earns less than $20,021

A family of four (2 adults and 2 children under 18) that earns less than $22,021

A family of four (2 adults and 2 children under 18) that earns less than $23,021.
In 2012, how many **MILLION** Americans were living in poverty?

A. Over 10 million

B. Over 20 million

C. Over 30 million

D. Over 40 million

E. Over 50 million
IS IT THAT
my mother works and
didn’t come to the conference?
Is It Time To Look At Parent (Family) Involvement In A New Way?

No Cost Ideas:

• Vary times of conferences

• Give-away’s, incentives, etc

• Nontraditional ways to get parents in schools

• Using the community as the venue

• A suggested resource:

The Missing Alphabet

Stands for Family Involvement

By Diane C. Watkins & Dr. Stephanie D. B. Johnson
IS IT THAT
I always come to school sick because there is no babysitter?
IS IT THAT
I always come to school late because no one wakes me up?
IS IT THAT
I always sleep in class because I have to stay up to take care of my brothers and sisters at night?
How Poverty Affects Behavior and Academic Performance

(EACH)

- Emotional and Social Challenges
- Acute and Chronic Stressors
- Cognitive Lags
- Health and Safety Issues

Source: Teaching With Poverty In Mind by Eric Jenson
ASCE Nov 2009
Emotional And Social Challenges

1. “Acting-out” behaviors, impatience and impulsivity
2. Gaps in politeness and social graces
3. Less empathy for others’ misfortunes
4. A more limited range of behavioral responses or inappropriate social responses
How Do I Teach A Child With Social And Emotional Challenges?

• Embody respect – give it to students first, even when they seem least to deserve it.
May We Recommend A Resource?

The Missing Alphabet

R

Stands for Responsibility

By Diane Watkins & Stephanie Johnson, Ed. D.
Acute vs. chronic stress

- **ACUTE** – stress resulting from trauma such as abuse or violence
- **CHRONIC** – stress sustained over time

**Acute and Chronic Stressors**

1. **MAY INCLUDE:**
   - Living in overcrowded, substandard, or unsafe housing; domestic violence; divorce, forced mobility; financial strain; loss of family members to violence; and more.

2. **More Often Than Not Parents Are:**
   - Overstressed trying to meet the daily needs of the family, depressed, disengaged, and overworked.

3. **Lichter, 1997 research reports:**
   - More than 50% of all poor children deal with eviction, utility disconnections, overcrowding, or lack of a stove or refrigerator, compared with only 13% of well-off children.

4. **Factors that definitely impact school performance**
   - Inadequate day care and schools, no caregiver at home to help with homework, lack of nutritional meals that impact the brain's capacity to learn and remember, abuse as a result of substance abuse by parents, and lack of organization created by uncertain homes.
How Do I Teach A Child With Acute And Chronic Stress?

- Recognize the signs. They have minimal control over the stressors, how long they will last or the intensity.

- Avoid criticizing impulsivity and “me first” behavior, sometimes that is all they can control. Positive discipline has a better chance of success here.

- Alter the environment. Use cooperative structure. Compensate for some factors that may not exist at home, i.e. providing time and resources for homework.

- Incorporate kinesthetic activities to provide movement which relieves stress.

- Empower students. Help them set goals. Introduce conflict resolution skills and the value of giving restitution. Teach social graces.
High poverty, high minority schools and facilities receive significantly less state and local money than do more prosperous ones and are more likely to be staffed with inexperienced personnel or those teaching out of their area of endorsement.

Standardized intelligence tests show a correlation between poverty and lower cognitive achievement.

Often earn below average scores in reading, math, science and writing.

Often enter school a step behind their peers.

Source: Jerald, 2001
Effect-size differences are measured in standard deviations of separation between low- and middle-income 5-years olds. (Noble, Norman and Farah 2005)
Daily Parent-Child Speech Interactions

- Low-SES
- Middle-SES
- High-SES
How Do I Teach A Child With A Cognitive Lag?

- Build core skills that include attention and focus skills, short-term and long-term memory, sequencing and processing, problem-solving and perseverance to a task.

- Pinpoint the nature of the deficit with various assessments. I.E. is a reading problem visual, tracking, a vocabulary deficit, comprehension, phonemic awareness, fluency or a combination thereof?

- Provide hope and support. Be aware of how students who feel inferior cognitively may have secondary behavioral issues as a result of low self-esteem.

- Provide the most highly-trained, highly-motivated staff with quality professional development.
POTENTIAL HEALTH AND SAFETY ISSUES

- More likely born premature, low birth-weight or with disabilities
- Higher incidence of asthma, ear infections, poor nutrition
- Housing projects may be poorly maintained, greater traffic and environment risks
- Greater risk of birth defects as a result of substance abuse during pregnancy
- Health and dental insurance lot less available, more emergency room visits
- Leads to greater school absences, longer absences, greater tardiness, greater illnesses at school
How Do I Teach A Child With Health and Safety Issues?

• Provide a physician on-site once a week.

• Work with a local pharmacy to arrange for access to medications.

• Arrange for a dentist to make designated school visits.

• Educate student’s caregivers about school resources.

• Provide tutoring to help students who miss classes to catch up.

• Improve awareness among staff members about health-related issues.

• Offer nutritious food choices and opportunities for exercise.
IS IT THAT

I speak a different language than you?

According to 2013 US Census data just released in May, the number of people who speak a language other than English at home has nearly tripled over the past decade.

Among the non-English speakers, two-thirds speak Spanish.
IS IT THAT
you already taught my brother and you
know what my family is like?
IS IT THAT
I have trouble getting along with other children?
IS IT THAT

I am ADHD and never sit still?
IS IT THAT
I am quicker to learn than other children and ask too many questions?
IS IT THAT
I just seem to follow my own path in life and do my own thing?
IS IT THAT
I have hygiene challenges?
IS IT THAT
you already have enough children
in your class?
IS IT THAT
you are still angry about your work assignment?
IS IT THAT
you already read about me
in my records?
IS IT THAT
my mother is a pain in the…..(neck)???
😊
IS IT THAT
I just need a little bit more emotional attention from you than my peers?
Where is the school or facility with the PERFECT children?

Is that why you became a teacher???
What if these were your OWN children?

Wouldn’t you want their teacher to go the extra mile to teach them???
You **MUST** form a personal relationship with every child…. even the ones you don’t care so much for! 😊
When You Remember That, YOU Can Teach EVERY Child.
YOU may be all they have.
Do you have any questions?
Check Out Our Books!

The Missing Alphabet

Stands for Motivating

By

The Missing Alphabet

Stands for Responsibility

By

Diane Watkins & Stephanie Johnson, Ed. D.
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The Missing Alphabet

Stands for Principal Planner

“He who fails to plan, plans to fail.” - Proverb

By
Dr. Stephanie D. B. Johnson & Diane C. Watkins

The Missing Alphabet

Stands for Family Involvement

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Thank you for sharing your time with us!

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