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UNLV College of Education Multicultural & Diversity Newsletter

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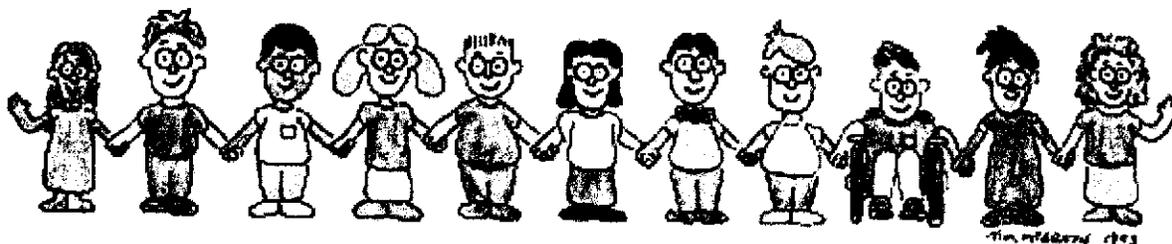
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UNLV COLLEGE OF EDUCATION Multicultural & Diversity Newsletter

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Porter Troutman (Co-chair), Stanley Zehm, Mark Bannatyne (Co-chair),
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***This newsletter is published twice a semester. All contributions are welcome and should be addressed to Kyle Higgins, 895-1102, email: higgins@nevada.edu. ***

Mission Statement of the Multicultural & Diversity Committee*

The emerging philosophy of the Multicultural and Diversity Committee is that excellence in education cannot be achieved without educational equity for all who enter our schools. This includes (but is not limited to) females, males, people of color, people who live in poverty, people who live alternative lifestyles, people with disabilities, people with a language background other than English, people of all ages, and people who have recently immigrated to the United States. Educational equity is defined by processes that work against marginalization and foster knowledge of and respect for the diverse nature of our population.

A curriculum reflecting educational equity focuses on providing every individual with the sense that he or she is situated within a school community that values his or her current and potential contributions. Such a curriculum also reinforces the historical and contemporary role of people from diverse backgrounds, including multiple perspectives in relation to the teaching of core subject areas.

*We invite comment on our Mission Statement. The committee views this as a dynamic Mission Statement that can and will change over time.

ANNOUNCEMENT

The 14th Annual Multicultural Conference will be held in Las Vegas, Nevada on March 6-8, 1997. The conference will be at Jackie Gaughan's Plaza Hotel and will feature Dr. Alba Ortiz, Dr. David Whitehorse, Dr. Sue Fawn Chung, Mr. Jim Kubik, and Mr. Charles Pace. The conference is sponsored by The Las Vegas Alliance of Black School Educators. Mark your calendars---this is an excellent conference!!! Conference registration is \$55.00.

COLLEGE OF EDUCATION COMMITMENT TO MULTICULTURAL AND DIVERSITY ISSUES

by Dean John Readence

It is with great pleasure that I write to you in this inaugural issue of the *COE Multicultural & Diversity Newsletter* about the involvement of the College of Education in multicultural and diversity issues and its commitment to the goals of the COE Multicultural and Diversity Committee. In the initial meeting of the faculty last August I asked you to join me in moving the College forward in UNLV's effort to become a premier urban university. I think we have begun that process, and I commend you for that. Obviously, any forward progress the College makes must include attention to the vital area of multiculturalism and diversity. What follows is a summation of this effort and the goals we have set for ourselves in strategic planning and undergraduate teacher preparation.

In the COE Strategic Plan we have reaffirmed our support of the goals of the Multicultural and Diversity Committee, namely to develop programs to meet our professional development needs as they relate to multicultural/diversity issues and assist us with the infusion of these issues into our curricula and to design/implement recruitment programs to attract students from diverse populations for our College programs. In addition to this reaffirmation we have committed ourselves to three other action items. First, we will develop and implement a plan to recruit and retain faculty from diverse populations. Second, we have committed ourselves to collaborate with the Clark County School District to help them meet their needs in diversity education. Finally, because private monies are available through the UNLV Foundation for minority scholarships, we have decided to try to establish a cohort of minority undergraduate students emphasizing bilingual education, the area of greatest need in CCSD. This will only become possible if we are able to secure the funds needed to support the administrative structure of the cohort. While these plans may be ambitious, they are realizable if we all pitch in and support the efforts of the Multicultural and Diversity Committee.

The Report of the Commission on Teacher Preparation attempts to put our efforts to develop new teachers for CCSD into perspective. The Report cites the changing demographics of the CCSD student ethnic population since 1990 and tries to make the claim that our teacher education programs need to respond to those changes accordingly. To do this the Commission recommends that we adopt a conceptual framework entitled *Developing Reflective Teachers for Diverse Urban Populations*. A key part of this framework is the need to develop teachers who are aware of "cultural influences on learning and the multicultural dimensions of their students" as well as "the wide range of educational contexts and multicultural environments in which teaching and learning occur and know that all students can learn given appropriate curriculum, instruction, and classroom environments." This framework, thus, recognizes the changing demographics of CCSD and, concurrently, UNLV's effort to become a premier urban university. As we develop our new mission and goals statement for the College and consider our accreditation efforts with NCATE, we need to think about incorporating these tenets into all of the College's educator-preparation programs.

Besides reaffirming the notions of the recruitment and retention of students from underrepresented groups and examining and changing our curricula to better prepare our teacher candidates for the needs of the multicultural student population they are likely to teach, the Commission made one additional recommendation for your consideration, that is, we should work with the appropriate committees to add ICG 380 *Valuing Cultural Diversity* as one course in the Social Sciences component of the University core curriculum. The Commission believes that we should extend our efforts concerning multicultural and diversity issues to the entire University. I hope you concur with this belief.

I urge all of you to carefully consider and support the goals of the College and the Multicultural and Diversity Committee. In doing so you will support our most important asset--our students.

BILINGUAL/ESL PROGRAMS: WHAT ARE THESE & HOW DO THEY DIFFER?

by Steve McCafferty and
Maria Ramirez

A good deal of confusion exists in the general public and among educators alike as to distinctions both among and between English as a Second Language (ESL) and Bilingual programs. Although in fact they do tend to vary from one locale to another, there are some basic differences that generally hold true.

Bilingual Programs

Bilingual education programs provide instruction to students in their primary language and English. The primary language is used for teaching reading, mathematics, social studies, and science. English is used for English language development, as well as for ESL vocabulary reinforcement of concepts learned in the primary language. This approach allows students to learn grade-equivalent content, acquire English, and continue to develop their primary language at the same time.

While critics might question the effectiveness or utility of using the students first language for instructional purposes, research has shown that students instructed in their first language academically out perform those instructed only in English; moreover, studies point to an inverse relationship between the first language and English, such that the better developed the first language, the greater the success in acquiring English.

Bilingual education programs can be grouped into two main types: transitional and maintenance. The objective of the transitional program is to move students from primary language to English instruction. In other words, as students move through the grades, instruction in English increases, while instruction in the primary language decreases. In maintenance programs, the objective is to maintain use of both the primary language and English for instruction, either on an equal or differentiated basis throughout the students schooling.

A further distinction involves the students being served. One-way bilingual programs are for language minority students, that is, those whose primary language is other

than English. Two-way programs include language minority and language majority students in the same classroom helping each other to learn both languages. Transitional and maintenance programs can be one-way or two-way. Of the four program types, two-way maintenance programs are supported by the research as best meeting the academic and linguistic needs of minority students while at the same time sensitizing English monolingual students to others language and culture.

ESL Programs

The very title of this form of language program provides a key distinctive element from bilingual programs, namely, the assumption that the learner has already a well established primary or first language. This implies that important conceptual elements are already in place, although of course new concepts will develop throughout the student's educational experience, ESL instruction playing a critical role in this development. A second major distinction is that these classes are taught in English for the most part.

In addition to having traditional ESL classes that focus on the language and its use, students can also receive what is termed sheltered instruction. Essentially, students are grouped together in a content classroom with a teacher who is aware of how to foster both their language and concept development. Pullout programs offer another way of segregating learners for language teaching purposes through collecting individuals from around the school for traditional ESL instruction. An alternative approach is inclusive, in other words ESL students are not separated from the rest of the school population. This approach is called immersion. However, as found in the U.S., this is largely a sink or swim situation, students being given little if any specialized attention; essentially, they are mainstreamed, being expected to learn the language through concentrating on the subject matter in their classes.

Hopefully, this brief treatment provides some help in sorting out at least a few basic distinctions. There are of course other issues in the general area of bilingual education. We will consider them in the coming issues of this newsletter.

MULTICULTURAL & DIVERSITY ISSUES IN TEACHER EDUCATION PROGRAMS

by Stanley Zehm

Central to the mission of our College of Education here at UNLV is the preparation of teachers to serve students in the culturally diverse schools in Southern Nevada. As we ready ourselves as teacher educators to cross the bridge to the 21st Century, we are challenged by a world and nation divided by cultural wars. Our challenge is to ready teachers of tomorrow to blaze new paths through the land mines of prejudice and discrimination, paths that lead to the promise of life, liberty, justice, and equality of opportunity for all our children. How are we going to address this challenge to teacher education? Another course? Infusion of multicultural & diversity units into existing courses? Field experiences? Competency testing in cultural and diversity sensitivity?

Many years ago I learned the folly of seeking the one best way to address any challenge or problem in our profession. Challenges in education are too complex to be addressed by simplistic solutions. What I am proposing, therefore, is that we use this column as one of the many avenues we have to dialogue about issues of multiculturalism and diversity. The purpose of this dialogue will be to share our beliefs upon which we can build mutual respect and understanding for the diversity that exists among us. Perhaps this dialogue of shared beliefs may help us to establish new norms of collegiality upon which we can build consensus about issues of diversity.

Accordingly, I propose to use this column to solicit your views about issues of diversity that affect teacher education. Don't wait for me to knock on your door. Use your voice mail or email to share your views about any aspect of multicultural and diversity education as it applies to teacher preparation. If you would like to be a guest columnist, I invite you to take over the whole column.

Where could this lead? To more simple solutions? Perhaps. I would hope, however, that this dialogue, together with other needed reforms in our College structure, might help us to begin to construct a more genuine sense of community. By sharing, examining, and

affirming our own diversity beliefs and values and by dialoguing about issues of diversity and multicultural education in our teacher education programs, we might find that diversity really can enrich us personally and professionally. Who knows, crossing the bridge to the Third Millennium together might be less frightening and more rewarding. To this saging professor, it might even be fun!

WHAT ABOUT EQUITY?

by Joyce Nelson-Leaf

The Educational Equity Resource Center will be a regular contributor to the Multicultural and Diversity Newsletter. We are very delighted to be able to contribute. The focus of this column is to provide you an opportunity to anonymously or unanonymously ask those gnawing equity questions or present your opinions concerning equity issues. I thought I would launch this column by asking you gnawing questions on sexual harassment in schools (one of my favorite topics). What do you think about the situation of the six and seven year-old boys who were accused and punished for sexual harassment? What do you think about schools being held liable for damages of sexual harassment between students? What are you telling your pre-service teachers or do you think that this issue should be left to whomever hires your students? What do you want or need to know about this topic? Let me know!

For those of you who aren't aware of us, the Educational Equity Resource Center (EERC) is located in Room 348 in the Carlson Education Building. We have been in the College of Education since the Summer of 1989. We are primarily funded through the Carl Perkins Vocational and Applied Technology Act of 1990 Sex Equity set aside funds. The Center offers a resource library, a *Mentors & Models Program* (a resource list of men and women employed in nontraditional careers who talk to classrooms of students), and

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(EQUITY continued from Page 4, Column 2)

the annual Expanding Your Horizons in Science and Mathematics Conference for sixth through twelfth grade girls. We also offer an array of in-service trainings for teachers: GESA (Gender Ethnic Expectations for Student Achievement), True Colors: Enhancing Teacher and Student Communication, Student-to-Student Sexual Harassment, EQUALS, Family Math and Family Science, Career Choices, Choices and Challenges, etc.

To find out more about the EERC and its activities, call us at extension 1380 or contact us by email at: equity@nevada.edu. Better yet--come visit us in CEB 348. Our spring calendar of events includes:

January 8 to April 16 ---GESA Training, Amargosa Valley Elementary School

January 17 and 18 ---True Colors

End of January ---Family Math for Young Children, Reno, NV

February 5,6, & March 5 ---School to Careers Training

March 8 ---Expanding Your Horizons in Science & Mathematics Conference

March/April ---Making Tracks for Success: A Workplace Experience for Middle School Counselors

June 17 & 18 ---EQUALS Investigation: "Telling Someone Where to Go"

June 18 to 21 ---National EQUALS Sites Meeting, Las Vegas, NV

INCLUSION ISSUES: FREQUENT QUESTIONS

by John Filler and Tom Pierce

In this column we welcome your questions concerning the inclusion of students with disabilities in the general education classroom and on general education campuses. In this first issue of the Multicultural and Diversity Newsletter, we address the three most common questions asked by educators concerning inclusion.

QUESTION ONE: Does every special education student have to be in a general education class?

No, not every student with a disability who is eligible for special education and related services has to be in a general education class.

However, remember that law requires that "removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily." 20 U.S.C. 1412 (5)(B).

There is a clear statutory preference for inclusion. Those who would argue that the general education class is not an appropriate placement bare the "burden of proof" and "best evidence" will include documentation that a "good faith" effort has been made to first include, before excluding. Special education is not a place, it is a set of services that are to follow the child and thus, the requirement for "supplementary aids and services" is mandated.

QUESTION TWO: Is "inclusion" the same as "mainstreaming" and "integration?"

Definitely not! "Mainstreaming" is not the same as "integration" and neither term is synonymous with "inclusion." Recent special education literature is replete with definitional distinctions. Integration is a general term that encompasses any combination of settings that has the one simple element of contact (incidental or systematic) between students with and those without disabilities. Mainstreaming, on the other hand, refers to a specific setting for that contact (i.e., the general education classroom). Inclusion goes even further and refers to placement in the general education classroom with all supports and related services called for in the IEP provided in a collaborative model of education.

QUESTION THREE: Can children and youth with disabilities who are "included" ever leave the general education class for needed services, or must everything be done in the general education classroom?

Yes, children and youth with disabilities can leave the general education class for resource service or anything else that may be

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(INCLUSION continued from Page 5, Column 2)

needed that can not be effectively provided in the general education classroom. Just a general education students leave the classroom for special services (e.g., GATE, Counseling, PE, etc.) so will students with disabilities. We must be ever mindful of the fact that special education is not a place, it is a set of services that follow the student. Again, the presumption is that services have been tried in the general education classroom first.

MULTICULTURAL CHILDRENS' LITERATURE

by Cyndi Giorgis

Over the past decade, the number and quality of multicultural books published has increased dramatically. In this column I will present and discuss books that you may suggest to your students or use to illustrate ideas you present in the courses you teach.

The multicultural literature being published today enables all children to see themselves in the books that they read. Davida Adedjouma states this idea in the editor's note from *The Palm of My Heart: Poetry by African-American Children*, by noting that, "they who control the image, control the idea. And they who control the idea, control the mind." The idea behind the compilation and publication of poetry found in *The Palm of My Heart* is to provide an outlet for creative expression by African-American children as they celebrate what it means to be Black. With acrylic and colored pencil illustrations by Gregory Christie, readers will be captivated by the rhythm of life as seen through the eyes of these young African American poets.

Toyomi Igus tells another story through narrative text in *Two Mrs. Gibsons* as a young girl celebrates the differences and similarities of her Japanese mother and her African American grandmother. In this personal story honoring the two most important women in her life, Igus explores growing up in a family of mixed race. Daryl Wells' colorful illustrations effectively paints the portraits of the loud and the quiet Mrs. Gibson.

Sees Behind Trees by Michael Dorris is a chapter book set in sixteenth century America with a richly imagined and gorgeously written

rite-of-passage story. Because he is partially sighted, Walnut will be unable to prove his right to a grown-up name by hitting a target with his bow and arrow. With his highly developed senses, however, he demonstrates that he can see "what cannot be seen" which earns him the name, Sees Behind Trees. Dorris is able to provide a compelling story with multi-dimensional characters who will reside in the reader's memory and imagination. This deeply crafted and humane story illustrates that words can often show you something that you have never seen.

Carlos' parents are anxious to see family and friends as they drive across the border from California to their native Mexico. In *Going Home*, Carlos and his sisters are apprehensive of going to a place where they were born, but have not visited in some time. Eve Bunting's well-written text builds as the journey of these farm laborers takes them closer to Mexico. After arriving, the children realize their parents' sacrifice in order to give them a better life. Illustrator David Diaz has become one of the premier artists in the world of children's literature as he continues to extend the meaning of the text through brilliant collage illustrations. *Going Home* is a beautiful contemporary story that focuses on the idea that home is where the heart is and the heart is with one's family.

Older readers will discover varied perspectives about immigrants coming to this country in *Quilted Landscape: Conversations with Young Immigrants* by Yale Strom. Through interviews, small photos, sidebars of information, boxed quotes, and tiny maps, young newcomers share their thoughts about living in America. True and astonishing stories are told and the reader will be captured by the candor, sophistication, and diversity found among these immigrants' voices.

A truly multicultural experience can be found in *Market!* by Ted Lewin. Journey to exciting and colorful marketplaces around the world through Lewin's informative text and stunning watercolor illustrations. Readers

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explore places such as the Fulton Fish Market in the United States and the Saquisill in Ecuador. Information about various people and countries make this an incredible book that pulls the reader into the excursion while discovering customs and foods from a variety of cultures.

These are just a few recent multicultural books to share with children that are well written, beautifully illustrated, and culturally sensitive.

Books cited:

Adedjourna, D. (Ed.) (1996). *The palm of my heart*. Ill. by G. Christie. New York: Lee & Low. Unpaged. ISBN 1-880000-41-5.

Bunting, E. (1996). *Going home*. Ill. by D. Diaz. New York: HarperCollins. Unpaged. ISBN 0-06-026296-6.

Dorris, M. (1996). *Sees behind trees*. New York: Hyperion. 104 pp. ISBN 0-7868-0224-3.

Igus, T. (1996). *Two Mrs. Gibsons*. Ill. by D. Wells. San Francisco, CA: Children's Book Press. Unpaged. ISBN 0-89239-135-9.

Lewin, T. (1996). *Market!* New York: Lothrop. Unpaged. ISBN 0-688-12161-6.

Strom, Y. (1996). *Quilted landscape: Conversations with young immigrants*. New York: Simon & Schuster. 80 pp. ISBN 0-689-80014-6.

SUGGESTED MULTICULTURAL INFUSION ACTIVITIES

by Nancy Gallavan, Sandra Okura,
and Porter Troutman, Jr.

Why Won't Those Kids Learn???

Scene 1

A young man arrives at his middle school math class two minutes late. He approaches the teacher's desk with his homework. The teacher, as expected, is angry.

"Why are you late?" demands the teacher.

"I'm sorry," mumbles the student, eyes cast to the floor.

" 'I'm sorry' ? That's all you can say?"

Silence. The boy stares at his feet.

"Look at me when I'm talking to you!" The teacher grows furious. "First, you insult me

by coming late to my class, and now you don't have the decency to look me in the eyes!"

Note: In some cultures, children are taught that it is a sign of disrespect to look adults in the eyes .

Scene 2

A prestigious suburban high school has recently begun to receive "transportation students," inner city youths, predominantly Hispanic, who are being bused out of overcrowded schools. Teachers in all subject areas are finding more and more Limited English Proficient (LEP) students in their classes. The ESL coordinator of the school has called a faculty meeting to respond to the increase in questions and concerns she has heard from her colleagues. A veteran teacher stands up to open the dialogue.

"I find these kids to be very lazy," she begins. "I mean, they won't even take the time to learn my name! They just call me 'Maestra.' No matter how many times I tell them my name, they refuse to learn it!"

Note: In many Latin American cultures, the term "Maestra" -- the Spanish word for "Teacher" -- is used as an honorific title, much like the way the title "Doctor" is used in the United States.

Scene 3

A first grade teacher's frustration with a student continues to mount. Despite excelling in many ways, this student seems to have a persistent spelling problem. She refuses to capitalize the first person pronoun "I." The teacher wonders if there might be some learning disability that is affecting the child.

Note: What the teacher doesn't know is that the child has always been taught that such self-aggrandizement as capitalizing a word referring to oneself is forbidden.

These three scenes are representative of cultural misunderstandings that occur in our

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classrooms daily. Too often, teachers walk away from these exchanges exasperated, wondering, "Why won't those kids learn?" We all go through our lives viewing the world around us through a cultural lens that has been molded and shaped by our unique life experiences. Each of us carries around a different cultural lens. We often fail to recognize or acknowledge that other people are not seeing things in exactly the same way that we are seeing them. We don't realize that a multiplicity of valid perspectives actually enhances and enriches life.

The scenes described above illustrate the failure to understand ourselves and others. A huge gap exists between the teachers and their students. We do our students a tremendous disservice when we fail to recognize that the cultural lenses which they have brought with them are vastly different from our own. We become better teachers when we begin to acknowledge, respect, and honor these different lenses as students in our classrooms see the world through multiple perspectives.

Multicultural infusion is about allowing differences to exist without stigma or judgment. It's about respecting our students. It's about making us better teachers. This is also what this column about. It is our hope that, over the coming months, we increase your awareness and broaden your knowledge of effective teaching practices to reach all students, regardless if they are preschool children or preservice teachers.

CELEBRATING DIVERSITY THROUGH INCLUSION

by John Filler

In a pluralistic multicultural society children need to experience the richness that diversity brings to our lives and to learn, at an early age, that to celebrate that diversity is one of the hallmarks of democracy. It is this notion that underlies the requirement in federal law that "each State must establish procedures to assure that, to the maximum extent appropriate, children with disabilities...are educated with children who are not disabled, and that special education, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only when the nature or

severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily." 20 U.S.C. 1412(5)(B). Of course there can be significant challenges, particularly when we include children with severe physical, mental and/or behavioral disabilities.

Many think that "inclusion", as it applies to the education of children with disabilities, is limited to geographical placement alone. In other words, if we put kids that have significant disabilities together with children who do not, we are an "inclusion program", or we are "including" children with disabilities. Inclusion involves more than simply placing children together and for this reason, if for no other, it should not be confused with "mainstreaming" or "integration." Both "mainstreaming" and "integration" refer to practices that have not always involved provision of adequate supports and services. For example, to have a child who cannot talk because of a speech or language disability participate in "opening group" will require that he/she use some other form of communication, one that can be understood by the teacher and peers. Friends must know what the child is "saying" and the child must be able to understand his/her peers. That may involve a gestural communication system where the letters and words are indicated by hand and arm movements or it may involve some device like an electronic communication board or, even, a laptop computer. In any event, simply having the child sit in on "group" without serious consideration of the *adaptations* and *accommodations* that will make *meaningful participation* a reality will likely result in an unsatisfactory experience for all. That is not inclusion!

Many of the strategies employed in inclusive programs involve some form of adaptation, like the one just described, that are intended to facilitate the participation of all students, not just those with disabilities. Not all, in fact only a few, will require specialized

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Column 2)

equipment. Selecting activities that provide opportunities for participation in different ways and at different levels, modifying rules for participation to fit the goals of individual children, altering seating arrangements, changing the materials, and using such strategies as cooperative learning are all examples of how to successfully include students with disabilities.

There are innumerable other ways to put these techniques and strategies to work in the general education classroom. Many resources have appeared in the last 5 years including some that can be accessed through the internet. One site that you may want to visit soon is maintained by the University of Maine at Orono. It is called Early Childhood Education Online. It can be found at the address: <http://www.ume.maine.edu/~cofed/eceol/welcom e.html>. Through this site access to other sites specifically focused upon issues of diversity is possible. Another useful site can be found at: <http://www.inclusion.com/>. This is the home-page address for Inclusion Press. From here you can access other pages on books, videos, and discussion groups focused upon issues of inclusion.

There are lots of resources if you know where they are and how to access them. I'd be most happy to share some others with you. In fact, as part of the federal personnel preparation grant that Dr. Pierce and I have Co-directed (*The Nevada Transdisciplinary Inclusion Project*) we have developed an electronic data base of more than 500 articles that are abstracted and can be searched by any number of different key words. Those of you who have *FileMaker Pro 2.0* or later are welcome to a copy.

SUGGESTED READINGS FOR PROFESSIONAL DEVELOPMENT by Mark Bannatyne and Kyle Higgins

Those of us involved in teacher education are involved simultaneously with two sides of the same coin. One side of the coin involves ensuring that our students learn the "how to" of teaching and education—the nuts and bolts. The other side of the coin is concerned with something less tangible. It deals with the personal development of the future educator—ensuring that the student develop a

"spirit and soul" of teaching and education.

This is particularly important when discussing multicultural, diversity, or disability issues in the courses we teach. The "how to" of working with students from diverse backgrounds, while very important, is meaningless unless our students possess the "spirit and soul" of working with diverse populations. That is to say, without the "spirit and soul" component our students are mere technicians rather than true educators.

One method of facilitating the development of this "spirit and soul" is for us, as teacher educators, to routinely feed our own spirits and our souls. In this manner we challenge our own long held beliefs, stretch our own capacities to view the world from different perspectives, and begin our own growth journeys towards understanding and respect for people and groups who differ from us.

In this column we will present materials we believe will contribute to our professional development as educators. In this first column we present two books, one special series journal, and three journal articles that we feel provide excellent fodder for our growth as professionals and as teacher educators. They explore issues, ideas, concepts, and multiple perspectives to stimulate our own professional development and the professional development of our students.

HIGGINS' SUGGESTIONS:

No Pity: People With Disabilities Forge a Civil Rights Movement (1993). By Joseph Shapiro, Published by Random House, ISBN 0-8129-1964-5

"Nondisabled Americans do not understand disabled ones." (Shapiro, p. 3)

Joseph Shapiro introduces the reader to many people with disabilities who tell their own stories in an attempt to facilitate the understanding of people who do not have

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