

2001

UNLV College of Education Multicultural & Diversity Newsletter

Porter Troutman

University of Nevada, Las Vegas, porter@unlv.nevada.edu

Nancy P. Gallavan

University of Central Arkansas, ngallavan@uca.edu

John Filler

University of Nevada, Las Vegas, john.filler@unlv.edu


Steven Grubaugh

University of Nevada, Las Vegas, grubaugh@unlv.nevada.edu

Nancy Sileo

Follow this and additional works at: <https://digitalscholarship.unlv.edu/>

See next page for additional authors
[co_educ_multicultural_diversity_newsletter](https://digitalscholarship.unlv.edu/co_educ_multicultural_diversity_newsletter)

 Part of the [Bilingual, Multilingual, and Multicultural Education Commons](#), and the [Disability and Equity in Education Commons](#)

Repository Citation

Troutman, P., Gallavan, N. P., Filler, J., Grubaugh, S., Sileo, N., Higgins, K., Govett, A., Henry, J., Bendixen, L., Maldonado-Daniels, C., Fabbi, J. L. (2001). UNLV College of Education Multicultural & Diversity Newsletter. In Nancy Sileo; Kyle Higgins; Aimee Govett, , 6(2), 1-23.

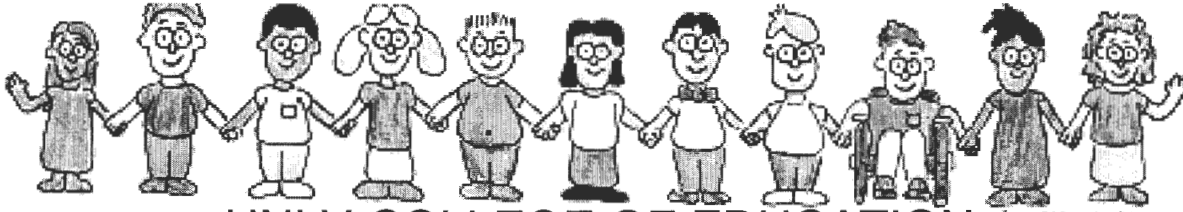
Available at: https://digitalscholarship.unlv.edu/co_educ_multicultural_diversity_newsletter/21

This Newsletter is protected by copyright and/or related rights. It has been brought to you by Digital Scholarship@UNLV with permission from the rights-holder(s). You are free to use this Newsletter in any way that is permitted by the copyright and related rights legislation that applies to your use. For other uses you need to obtain permission from the rights-holder(s) directly, unless additional rights are indicated by a Creative Commons license in the record and/or on the work itself.

This Newsletter has been accepted for inclusion in Multicultural & Diversity Newsletter by an authorized administrator of Digital Scholarship@UNLV. For more information, please contact digitalscholarship@unlv.edu.

Authors

Porter Troutman, Nancy P. Gallavan, John Filler, Steven Grubaugh, Nancy Sileo, Kyle Higgins, Aimee Govett, Jean Henry, Lisa Bendixen, Cecilia Maldonado-Daniels, and Jennifer L. Fabbi



UNLV COLLEGE OF EDUCATION

Multicultural & Diversity Newsletter

Published by the Multicultural & Diversity Committee
Volume 6, Issue Number 2, 2001

Members of the Multicultural & Diversity Committee:

Porter Troutman (Co-chair), Nancy Gallavan (Co-chair), John Filler, Steven Grubaugh,
Nancy Sileo, Kyle Higgins, Aimee Govett, Jean Henry, Lisa Bendixen,
Cecilia Maldonado, and Jennifer Fabbi

Nancy Sileo, Kyle Higgins, & Aimee Govett, Editors

*** This newsletter is published twice a semester. The articles that appear in the newsletter are based on author interest and consist of both scholarly work and opinion pieces.

For further information regarding submissions contact Nancy Sileo (sileo@unlv.edu),

Kyle Higgins (higgins@unlv.edu) or Aimee Govett (govetta@unlv.edu). ***

**“What the best and wisest parent
wants for his own child,
That must a good society want
for every child.**

**Any other vision of our nation’s
schools is narrow and unlovely
and diminishes democracy”.**

Dewey, as quoted by Kozol, 11/8/97

INVITED GUEST COLUMN

ETHNIC GROUPS AND BOUNDARIES

By Martha C. Knack

One of the most interesting issues of ethnic diversity is how culturally distinctive groups can maintain themselves as entities within a multicultural setting. This is really a dual question: first, how they maintain themselves as a coherent group, capable of self-identity and collective action; and second, how they prevent, or are prevented from, being absorbed into other, often larger and more powerful groups. If an ethnic group persists as an identifiable entity over time, ipso facto both of these conditions have been achieved.

In working with Southern Paiute people and historical materials over the last twenty-five years, as both an ethnographer and an ethnohistorian, I have sought to discover how this small, dispersed population has remained a viable ethnic group. For more than 150 years they have co-resided in towns and cities of southern Nevada and Utah, a fraction of one percent of the population among overwhelmingly large numbers of non-Indians, without treaty protections, often without reservations or even federal recognition of their existence as a tribe. They have retained little of native language for daily conversation, less of material culture, and yet have a strong sense of themselves as a distinctive people.

In my recent book, *Boundaries Between*, I explore the question of Southern Paiute interethnic boundaries. I went back to the foundation work of Fredrik Barth (1969) who pointed out that social and cultural mechanisms along the edges of ethnic (or national) groups are not the same as the institutions that operate internally within the society. Borders are where a society interfaces with sociocultural "others." They are therefore creative interfaces, places where institutions may exist that cannot be found internally within the groups on either side. Furthermore, those boundaries themselves need to be maintained, so that merging, or acculturation, will not occur and the separation between the two (or more) groups thereby be lost.

From as far back as we can reconstruct, with written as well as oral records, Southern Paiutes have had relationships with neighbors. At first these included other regional tribes, with whom some borders were open and others marked at times with hostility or dominance. By the mid-nineteenth century Paiute interethnic relations had become far more complex and varied. Their relationships with miners flocking to Nevada boom towns were different and involved mechanisms quite unlike those used to interact with the irrigation agriculturalists who settled Utah. It was only in the second quarter of the twentieth century that the familiar federal Bureau of Indian Affairs became significantly active in Paiute communities and only then were such institutions as the Indian agent and conversely the tribal council active in the management of interethnic relations.

Both the Southern Paiute repertoire of interethnic boundary maintaining mechanisms and those used by assorted non-Paiutes in dealing with them varied with ethnic group and changed through time in response to changing circumstances. But such boundaries between peoples are indeed maintained from both sides and must be analyzed within the totality of the multiethnic situation in order to be understood. By tracing the variety of interethnic relations the Southern Paiutes have maintained, I hope to have deepened our understanding not only of this unique tribal group but also of the process of ethnicity itself.

References

- Barth, Fredrik, "Introduction," in Fredrik Barth (ed.), *Ethnic Groups and Boundaries* (Boston: Little Brown, 1969), pp. 9-38.
- Knack, Martha C., *Boundaries Between: Southern Paiutes, 1775-1995* (Lincoln: University of Nebraska Press, 2001).

FEATURED GUEST COLUMN

SITE: SHARING IDEAS ABOUT TEACHING EFFECTIVELY FOR ALL TEACHERS OF STUDENTS WITH LEARNING DIFFERENCES (PART 2)

by Pam Campbell and Kelly O'Neal

If we believe in inclusion, we are supporting the belief in a society that is a community where everyone belongs . . . In order for inclusion to work, teachers must be knowledgeable about the needs of their students. The special educators and the general classroom teachers need open lines of communication and need to learn from one another.I hope to become a teacher who can empower and educate all of her students no matter what their label.I want to encourage a classroom community that accepts differences and celebrates students' strengths.

Preservice Music Educator, December, 1999

Creating educative communities wherein differences are not only expected, but accepted, is most likely the greatest challenge teachers face as the diversity of their students continues to increase (22nd Annual Report to Congress on the Implementation of the Individuals with Disabilities Act, 2001). By the very nature of their work, teachers engage in a moral endeavor (Fenstermacher, 1990), as they determine whether students have access to knowledge; special programs and alternative services; and, most importantly, appropriate and effective instruction in their classrooms.

Part 1 of this article (see Campbell, 2001) outlined a rationale for providing classroom teachers with information about teaching students with disabilities (or learning differences) in general education classrooms. Further, the need for up-to-date literature and resources to support instructional tactics and opportunities for sustained "conversation" among colleagues was discussed. It was

proposed that technology might play a role in providing information and a process for ongoing collegial support.

Sharing Ideas about Teaching Effectively (SITE) is an interactive computer database that responds to these needs (Algozzine, Ysseldyke, & Campbell, 1994; Campbell & Tierney, 1996). SITE enables teachers to review and retrieve Tactics (the actions that teachers make to influence and ensure the learning and success of their students), related Literature Reviews, as well as Peer Reviews. SITE also encourages teachers to share their knowledge, experience, and expertise with colleagues by contributing to the database. The Peer Reviews, in particular, enable teachers to engage in "conversations" with colleagues, regardless of years of experience, areas of specialization, grade level, and/or content areas.

At the present time, SITE consists of 758 tactics, 702 related literature reviews, and 651 peer reviews. Preservice teachers entering tactics organized their entries according to Algozzine and Ysseldyke's (1992) *Model of Effective Instruction* as follows:

<u>Component</u>	<u>% of Entries</u>
Delivering Instruction	9%
Managing Instruction	22%
Delivering Instruction	47%
Evaluating Instruction	20%

They organized their entries according to the federal Categories of Disability as follows:

<u>Category</u>	<u>% of Entries</u>
Learning Disability	38%
Mental Retardation	8%
Severe Emotional Disturbance	12%
Speech/Language Impairments	9%
Remaining Low-Incidence Categories	32%

While categories of disability are necessary to provide access to special education services, "organize" research, facilitate dialogue within the profession, and provide a voice for individuals with disabilities and their parents/advocates; they do not provide sufficient information for teachers. Thus, SITE also organizes Tactics according to 23 "Learning Difference/s". The following six categories

represent the most frequently selected Learning Difference/s:

Learning Difference % of Entries*

Attention	47%
Receptive language/decoding (listening/reading)	38%
Expressive language /encoding (speaking/writing /spelling)	36%
Social behavior	32%
Self-control (behavior)	28%
Self-confidence	28%

Entries are also organized by grade level and content area. There were 553 (73%) Tactics recommended for elementary, 428 (56%) for middle school, and 378 (50%) for high school. Entries are organized according to Content Area as follows:

Content Area % of Entries*

Reading	37%
Writing	33%
All Areas	19%
Social Studies	18%
Problem Solving	18%
Science	17%
Calculation	14%
Music	12%
Physical Education	3%

Thus, a teacher who has a particular student with an individual instructional need can search SITE for ideas in a number of ways--according to the Effective Instruction Model, Category of Disability, Learning Difference, Grade Level, and/or Content Area. Teachers can also print Tactics, Peer Reviews, and Literature Reviews for future reference. Two examples of SITE contributions follow.

The first Tactic was found by searching for elementary (Grade Level), reading (Content Area), and receptive language (Learning Difference). Over 100 of 758 Tactics meeting these criteria were retrieved; this is just one. Both the Tactic and Literature Review were contributed by a first semester junior, concentrating in elementary education. Comments from Peer Reviewers follow.

Tactic I:

In order to meet the needs of students with specific learning disabilities who have trouble with comprehension and processing, teachers can modify lessons to include individualized teacher guidance.

To complete this process, first break down a lesson and explain what the main objectives are to the student. Next, have the student complete some exercises that correlate with the lesson. Finally, conduct an individualized discussion session with the student to allow for questions and answers.

This is a wonderful way to offer support and guidance to all students, including those with specific learning disabilities, and can be used across many subject areas.

Literature Review

Hudson, P. (1997). Using teacher-guided practice to help students with learning disabilities acquire and retain social studies content. *Learning Disability Quarterly*, 20, 23-32.

This article examines the use of effective teaching strategies within mainstream classrooms containing students diagnosed with specific learning disabilities. Research shows that many students with specific learning disabilities have difficulty with comprehension and retention during a lecture-style class. The practice of breaking down content material into smaller sections and explaining the main objectives to the students have proved to be quite beneficial. Furthermore, with the intervention of open communication between the teacher and student, academic success was attained. This process can be used across subject areas and at various grade levels.

After this Tactic was entered, colleagues in other areas of specialization, some more "experienced", provided feedback

via Peer Reviews:

Peer Reviews

From a Junior PreService Teacher in Vocational Agriculture

I think that this is an excellent idea to help children stay on task. I know from my experiences as a young student that the more undivided attention that I received, the better I performed academically. I believe that students first have to make a "connection" to the teacher if they are going to stay motivated.

From a Junior PreService Teacher in Elementary Education

This is a good way to ensure that students are involved with the lesson and are focused. This also provides immediate feedback.

From a Senior PreService Teacher in Special Education

I agree that this tactic would aid in comprehension. I also would suggest teaching students how to identify main ideas and supporting details on their own. Begin by modeling how to go through passages, circling these key points. Then have the student try this with all passages s/he reads, providing some support from the teacher. As student becomes accustomed to this practice s/he will be able to pick out main points and supporting details, and gain better comprehension of what s/he reads.

A senior specializing in biology contributed a second tactic and literature review: This Tactic was found by searching for biology (Content Area) and high school (Grade Level).

Tactic II:

Teachers often find that students with dyslexia become very frustrated when their difficulties with language interfere with their ability to express thoughts or ideas clearly. In order to ease some of their anxiety and discomfort, teachers can take steps to provide alternate solutions to the traditional test or quiz situation, such as the student's dictation of the answers to a teacher or aide.

First, set aside time to allow this student to take the test alone and with no time limit. Next, while sitting with the student, read the questions out loud. Provide ample time for the student to absorb the question, formulate an answer, and express his/her ideas. Then, have the student respond to the question orally as you write the answers down on the test sheet.

The simple action of allowing students to work at their own pace in a more comfortable environment could be all it takes to help students with dyslexia clearly verbalize their thoughts, and, at the same time, give the teacher an opportunity to monitor their understanding.

Literature Review

Wadlington, E. Jacob, S., Bailey, S (1996). Teaching students with dyslexia in the regular classroom. *Childhood Education, 73*, 2-3.

This article addressed the issue of teaching students with dyslexia more effectively. Besides describing dyslexia, the authors also defined the terms "accommodation" and "modification." These concepts were then presented in conjunction with some teaching strategies, such as oral testing and providing students with a reader. The authors realized that these strategies would alleviate some student anxiety, as well as give students with dyslexia an "equal chance" to learn.

Peer Reviews

Reviews of this Tactic contribution were

contributed from colleagues in elementary and secondary education--some less and some more "experienced".

From a Senior PreService Teacher in Special Education

This is a great idea in modifying assessment in the classroom. Many students know the material on a particular exam but are not able to write it down. I have worked with three students this semester who take their test verbally. They like this option because they can express their answers more accurately verbally. An idea that I have seen is recording the answers on a tape recorder for longer exams. This enables the classroom teacher to listen to the answers the student has given.

From a Senior PreService Teacher in Secondary History

It is an excellent idea to have students take their time when it is needed. The experience I have had as a student and student teacher, giving students time takes away a great deal of anxiety and gives them time to complete their thoughts.

From a Senior PreService Teacher in Secondary Biology

Good idea! If you can give the students alternative methods for taking tests (such as computer assisted) this tactic becomes more powerful.

From a Senior PreService Teacher in Special Education

Providing modifications like the one described in this tactic is always an excellent idea. Allowing students with disabilities to take extra time to complete tasks provides welcome reliefs from the burden of pressure time constraints often create. I speak not only from my experience to date in various clinic

placements, but also from personal experience with a particular learning disability.

These contributions are just a sampling of the total SITE database; however they demonstrate and exemplify the following essential principles:

- Teachers share their expertise across areas of specialization and years of experience.
 - Teachers provide supportive feedback to one another and also expand on one another's ideas.
 - Effective teaching tactics cross categories of disability, teaching specialization, grade levels, and content areas.
 - Teachers can utilize the literature and research outside their discipline to inform their daily practice.
 - Technology can facilitate the "conversation" needed to support instruction for individuals with diverse learning needs in general education classrooms.
- SITE is designed to support teaching colleagues across degrees of experience, roles, and areas of specialization with respect to the inclusion of learners with disabilities in general education classrooms. Thereby, SITE may serve as one way in which to enhance and, perhaps, redefine the role of the professional educator--one that relies on colleagues and informed conversation (Norlander-Case, Reagan, & Case, 1999). The ultimate goal is to improve instruction for all learners in general education classrooms where disabilities and learning differences are integrated and conversations about effective practice among all teachers are common. Hopefully, SITE responds to Larry Maheady's call to provide teachers with "access to powerful information about teaching effectively that is easily available to them and sustained over time". (Personal Communication, 1999)

***Note:** Percentages may total more than 100%

due to rounding and the opportunity to select more than one Learning Difference, Grade Level, and Content Area.

For further information about SITE and/or a copy of the SITE program (currently a Macintosh Version), please contact Pam Campbell (campbell@unlv.edu or 702.895.1107).

References

- 22nd Annual report to Congress on the implementation of the Individuals with Disabilities Education Act. (On-line). (2001). US Department of Education: Office of Special Education Programs. Available: www.ed.gov/offices/OSERS/OSEP/OSEP2000AnlRpt/
- Algozzine, B., & Ysseldyke, J. (1992). *Strategies and tactics for effective instruction*. Longmont, CO: Sopris West.
- Algozzine, B., Ysseldyke, J., & Campbell, P. (1994). Strategies and tactics for effective instruction. *TEACHING Exceptional Children*, 26(3), 34-36.
- Campbell, P. (2001). Sharing ideas about teaching effectively for all teachers of students with learning differences (Part 1). *Multicultural & Diversity Newsletter* 6(1), 5-8. Las Vegas, NV: UNLV College of Education.
- Campbell, P., & Tierney, J. (1996). Using technology to improve instruction. *TEACHING Exceptional Children*, 28(3), 8-12.
- Fenstermacher, G.D. (1990). Some moral considerations on teaching as a profession. In J.I. Goodlad, R. Soder, & K.A. Sirotnik (Eds.). *The moral dimensions of teaching*. (pp. 130-151). San Francisco, CA: Jossey-Bass.
- Norlander, K.A., Reagan, T.G., & Case, C.W. (1999). *The professional teacher: The preparation and nurturance of the reflective practitioner*. San Francisco, CA: Jossey-Bass.

NEVADA PERSONAL ASSISTANCE SERVICE SYSTEM: A NEW

BEGINNING

By Tom Pierce and Donny Loux, Chief, Office of Community Based Services State of Nevada

Of the 58,435 Nevadans over the age of 15 who report some limitation in activities of daily living (ADLs), 29,000 need the help of another person to complete ADLs and more than half of these need help with two or more ADLs. Most (82.5%) receive their primary care from unpaid family members. In 2000, 449 received personal assistance service (PAS) for ADLs through the Medicaid State Plan optional Personal Assistance Services (PAS), 1,020 through the Division of Aging's Community Home Initiatives Program (CHIP) for seniors and 1330 others through the State funded Office of Community Based Services (OCBS). More than 29,000 people in Nevada need more help than they are currently receiving with two or more ADLs. Several hundred Nevadans with unmet needs for PAS are waitlisted for services from State programs that are, and have been, seriously backlogged.

In 1990, the Office of Community Based Services (Department of Employment, Training, and Rehabilitation), responsible for administering the State funded PAS program, applied to the World Institute on Disability (WID) to participate in a national study of European and American models of PAS services. Nevada was selected by WID as one of four states in the nation to develop and conduct this study. The study confirmed that the impact of PAS services in Nevada were significant. Over half of PAS users said that without services, they would be in nursing homes. Forty-one percent (41 %) reported that family members would have to leave work or stay home from school to maintain them in their independent living setting if they did not have services. Seven percent (7%), mostly frail, elderly clients, said they would die without services. Many individuals who refused to consider nursing home care said that without services their health would deteriorate because they could not prepare meals for nourishment, bathe, go to the bathroom, get out of bed or be clean. Most conceded their deterioration would eventually lead to institutionalization. Others said they could not think of what would happen

to them if these services were not available. A clear majority of consumers believed that personal assistance services were keeping them from an intermediate or skilled nursing care facility, allowed them to maintain their independence and, for those with families, reduced the stress on family units and kept them together.

Through the efforts of Nevadans with disabilities, the 2001 Legislature mandated that all Nevadans requiring assistance with bathing, toileting and eating must be identified and that planning for their needs must begin. The law also established a consumer directed Personal Assistance Council to guide the State's efforts in providing access, consumer choice and control, training and systems change related to all personal assistance services (PAS). UNLV will soon be awarded approximately \$375,000.00 for three years to: 1) conduct consumer led public "Summit" discussions on the interrelationship of "most integrated setting" and PAS issues 2) review barriers and implement facilitating practices to assure that consumers can direct and manage their care to the extent they desire and are able 3) facilitate access to and choice among personal care providers including relief providers 4) identify and report potential solutions to issues of liability, workers' comp, assistant backup and health care coverage 5) establish PAS incentives to insure that Nevada's long-term care system does not favor one setting over another 6) design procedures that assure active and consistent involvement of consumers in the needs assessment, service planning, budgeting and evaluation processes of personal assistance 7) study and report the issues, preferences and satisfaction of recipients of personal assistance and the impacts of PAS to personal dignity, independence and family preservation 8) develop PAS training and service modules to integrate independent living, assistive technology, consumer direction, mutual respect, individual preference and self-advocacy 9) demonstrate the efficacy of training and employing of people with developmental disabilities as personal assistants.

The major goals of the project will be to:

- Create a statewide network of cross-population personal assistance services

(PAS) which will assure access to PAS regardless of age, ethnicity, income, disability or geographic location.

- Design, implement and evaluate facilitating practices which assure that consumers are fully informed and able to select and direct their own services and care from a variety of models including a budget and service responsibility model.
- Demonstrate and document the efficacy of PAS services which provide access to available assistive technology and other independent living services as an integral part of service planning.
- Demonstrate and document the efficacy of training and employing adults with mental retardation as personal assistants through a supported employment prototype.

The project hopes to make a dynamic contribution to how services are delivered to individuals with the greatest needs throughout the state. It also will strive to make the voices of those receiving services a part of the conversation. This may be one of the most substantial systemic service changes in the State. We look forward to the challenge.

PREVENTION PROGRAMS: DOES ONE SIZE FIT ALL?

By Charlene A. Day

August 2001 marked the second decade anniversary of the acquired immune deficiency syndrome (AIDS). A first glance of the statistics marking this anniversary would lead one to believe that things are getting better.

We hear daily of "cocktails" which when taken by a person living with the virus which causes AIDS - the human immunodeficiency virus (HIV) can extent both the quantity and quality of life. Daily we hear of "cocktails" which reduce the viral count in the body and enable people to live longer, more fulfilling lives. With countless stories of people who can no longer detect the virus in their blood stream, but are still highly infective, its is easy to believe that

things are getting better ----perhaps for some. The mere use of the word "cocktail" denotes a pleasurable experience associated with socializing, fun times and activities. In reality however, the regime required to achieve longer life with "cocktails" is far from the fun.

While marking the second decade of AIDS, Dr. Helene Gayle, of the Centers For Disease Control in Atlanta observed that infection rates in the nation were reduced dramatically by the early 1990s and major increases in new infections were prevented at a time of increasing challenges. The challenges noted have much to do with the changing face of HIV/AIDS and the increasingly diversity of the scourge of this disease.

AIDS: It Is A Multicultural Thing

Over the past two decades, the HIV epidemic in the United States has expanded from one which initially primarily affected whites, to one in which the majority of those affected are communities of color. An epidemic originally affecting gay men and injecting drug users has diversified into one in which heterosexual transmission, especially in women, plays an increasing role. Dr. Gayle warns however, that new strategies are needed to maintain and accelerate progress.

A Reality Check

Recent statistics show that as of December 2000, the Centers For Disease Control has reported 774,467 have been reported with AIDS. Adult and adolescent AIDS cases total 765,559 with 635,451 cases in males and 130,104 cases in females. Through the same time period, 8,908 AIDS cases were reported in children under age 13. Estimates are that 600,000 to 900,000 are now living with HIV and at least 40,000 new infections occur each year. (CDC - HIV/AIDS Surveillance Report, December 2000) While it is true that drug therapies have reduced the number of people who have AIDS, numbers of people with HIV infection remain stable. Many of the new diagnosis are occurring among African Americans, women and people infected heterosexually, with an increased observed among Hispanics (CDC, 1998)

For people of color, reality is far different than the statistics reflect. In a recent

survey of approximately 4,000 Black, self identified heterosexual men in Washington DC, approximately 2680 men had been tested for HIV in the past year. Approximately 400 of these men tested positive for the virus. Among the total group of men surveyed, many of whom proclaimed to be highly knowledgeable about HIV and AIDS, many acknowledged not using a condom during their last sexual experience. When queried why they did not use a protective device, the majority of respondents indicated that they were concerned that their partners might think they had a disease if they asked them to use a condom. Over 70% of the men who tested positive for HIV said they planned to have sex in the next 30 days. Sadly, more than 25% of these men indicated that they did not plan to use a condom in their future sexual experiences. These men indicated however, they would probably use a condom only if asked to do so by a partner.

The Call For Multicultural Prevention Programs

These statistics tell us that much of the story about HIV/AIDS and its impact communities of color has yet to be written. While much of the data shows a decrease in new infection rates, the statistics rarely tell us why members of various ethnic/racial groups do not participate in the surveys that garner the statistics often bantered about. The statistics we read about in the newspaper don't tell us about the men who engage in behaviors that put them at risk for HIV regularly -- but do not consider themselves to be gay, homosexual, or a man who has sex with a man (MSM). Consequently, the messages of prevention do not apply to these men. Prevention program abound, but in this day and age of culturally relevant and specific prevention program planning, it is imperative that we remember that one size does not fit all.

UNLV Takes A Stand

As we approach December 1, 2001 - World AIDS Day the UNLV campus community will be taking stock of its needs around HIV prevention. Few of us can claim that we know it all, do everything right, and are at no risk for this disease. A campus wide needs assessment survey will be disseminated during UNLVs observance of World AIDS

Day. Using the African proverb "When Spider Webs Unite, They Can Tie Up A Lion, faculty, staff and students of the Department of Health and Physical Education will request that all members of our campus community complete an HIV/AIDS Needs Assessment survey. Findings from this survey will enable health program planners on campus and at the Clark County Health Department to plan prevention programs, which recognize that one size does not fit all.

What Can You Do?

Ultimately, the education and prevention programs developed for UNLV will embrace the increasingly diverse population we are and include all segments of our population from the University Administrators to faculty persons, students, staff, personnel and service workers. Stand up and let your education and prevention needs be heard during UNLV's World AIDS Day observance.

References

Gayle, Helene., Centers For Disease Control, *Twenty Years of AIDS: Honoring Those Lost to HIV by Preventing Its Future Spread*. A commentary by Dr. Helene Gayle, Director of the National Center for HIV, STD, and TB Prevention. June 2001, Centers For Disease Control, Atlanta GA.

Centers For Disease Control, National Center For HIV, STDs, and TB Prevention. *HIV/AIDS Surveillance Report*, December 2000.

HELPING DISPLACED WORKERS IN LAS VEGAS

By Colleen Thoma, Sterling Saddler, & Cecilia Maldonado

We have all been affected by the events

of September 11th, and have heard the reports about the numbers of people who lost their jobs here in the Las Vegas Valley since then. Those reports became real to us on November 13th, when we coordinated a day of training workshops for many of the newly displaced workers in Las Vegas. This training day was the result of a collaboration between UNLV's Center for Workforce Development and Occupational Research and Nevada Partners.

Nevada Partners has been active in trying to help displaced workers since September 11th. They held a fund-raising drive that brought in over \$500,000. They also hold job fairs which bring displaced workers and employers with jobs together on a monthly basis. We wanted to contribute, too, and thought that what we could offer was training so that they could find work on their own, as well as find resources to help with day to day survival.

Brainstorming with some local trainers, the agenda for the day was developed and workshops were grouped around four themes. Those themes were: basic job/career awareness; basic job search skills; basic computer skills; and job/career awareness for those who speak Spanish. In addition, some large group sessions were identified for the day, and were offered during the free breakfast and/or lunch times. Lastly, the day would end with a planned job and social services fair. Information about currently-available jobs would be provided as well as training/degree programs, consumer credit counseling information, and other social services that might be important for those who were struggling with daily survival.

So, the day was scheduled for November 13th and with only two weeks for preparation, our efforts were fast and furious. Graduate assistants called displaced workers from a list provided by Nevada Partners. They made the calls from the Culinary Union's Office. Meetings between the Center and Nevada Partners were held to finalize room arrangements, catering details, and job fair participants. Work was divided between the two groups with The Center staff focusing on the training workshops, materials, registration, evaluation procedures, copying training handouts, putting together materials for participants, and financial support from the University's provost office. Nevada Partners

were responsible for contacting job and social service fair participants, conducting phone call reminders to registered participants, and publicity.

The day arrived bright and early with an interview with television news reporters, setting up the registration tables, and greeting volunteers. The Latino Chamber of Commerce found a Spanish-speaking volunteer who could help those with limited English speaking skills. Most who attended found the training sessions helpful, and fun, too. We were disappointed with the turn-out of employers at the job fair, out of 20 or so who committed to being there, only 6 attended.

So, what did we accomplish? For a small number of those who are unemployed (we only had room for 180 folks, but had 200 show up), we gave them skills to help themselves in the job market by fine-tuning interviewing, resume-building, and networking skills. We gave them information about getting through the rough spots. And it gave us a desire to do this again, reaching more people who have been as clearly impacted by the events of September 11th as those who live thousands of miles away.

CHILDREN'S LITERATURE FOR AND ABOUT KIDS WITH SPECIAL NEEDS: HOW TO FIND IT, HOW TO USE IT, HOW I GOT (AND CONTINUE TO GET) OVER MYSELF!

By Jennifer L. Fabbi

Sometime around mid-July, Catherine Lyons, Director of the UNLV-CSUN Preschool, asked me to develop a list of books on children with disabilities for a summer term class she was teaching. When I asked her approximately what age-range she wanted the list aimed at, her answer was, "Well, preschool through high school." "Would you like me to include learning disabilities and mental illness, in addition to physical disabilities?" I asked. "Everything," she replied. More daunted by a self-perceived lack of "PC" terminology in my vocabulary relating to this field than the comprehensive task at hand, I agreed to come to

her class a few weeks later to present the list and some of the books that would appear on it. Jotting down individual titles that I would add, I put my Post-it note assignment to the side. "Easy," I thought.

A couple of weeks later it was time to get down to business. Being a "good librarian," I went straight to my library catalog (it's all on the computer now!) to investigate the subject headings used to classify these books. One of my goals for the list was to provide a mechanism for students to be able to find new literature published after the list was printed, and they would need the subject headings to do that. A feeling of discomfort fell over me as I recalled the many times a student has come into the library, typed in "special needs" as a keyword search, and expected to see results on the screen. The subject headings are, instead, very specific, and they do not change dynamically with social acceptability of terms; as you might imagine, a change in subject heading requires a huge amount of work in a retrospective sense! To get the best results from a library catalog, do a keyword search. If you are looking for books on specific disabilities, search on them: "autism," "cerebral palsy," "deafness." Terms such as "Handicapped" and "Disabled" or "Disability" will also yield results. Distinguishing among physical, mental, and learning disabilities will give more specific results.

Have you ever started a project that you thought would be simple and straightforward, only to get sucked into its complexities? I emerged from my office eight hours later with a jumbled list of over two hundred book titles, gleaned from every possible source I could think of. Another day spent organizing the list helped me to identify themes for the books I had selected to share with the class, some of which I will now share with you:

Kids with Special Needs See Themselves

I was pleased to find a selection of books that included both photographs and illustrations of children with special needs. This is an important concept in that a child with Down's Syndrome or a child in a wheelchair, can "see" themselves in the books. Listening to or reading stories about people who look like us, act like us, or feel like us is validating to any individual. This concept also emphasizes the

point that while some disabilities can be seen physically, others cannot.

ABC For You and Me, by Margaret Gurnis (photographs by Shirley Leaman Green), shows children with Down Syndrome in activities corresponding to the letters of the alphabet. (2000). Morton Grove, IL: Albert Whitman. ISBN: 0-8075-0101-8

Dancing Wheels, by Patricia McMahon (photographs by John Godt), describes the creation, training and performances of the dance troupe known as Dancing Wheels who incorporate the movements of dancers who dance standing up and those who are in wheelchairs. (2000). Boston, MA: Houghton Mifflin. ISBN: 0-395-88889-1.

Moses Goes to School, written and illustrated by Isaac Millman, introduce Moses and his friends who enjoy the first day of school at their special school for the deaf and hard of hearing, where they use sign language to talk to each other. *Moses Goes to a Concert* follows Moses and his schoolmates as they attend an orchestral performance where the percussionist is also deaf. These books include illustrations in sign language. (2000, 1998). New York, NY: Farrar, Straus, Giroux. ISBN: 0-374-35069-8; 0-374-35067-1.

In *Thank You, Mr. Falker*, written and illustrated by Patricia Polacco, Trisha loves school, but her difficulty in learning to read makes her feel dumb until, in the fifth grade, a new teacher helps her to understand and overcome her problem. (1998). New York, NY: Philomel Books. ISBN: 0-399-23166-8.

Kids See and Learn about People with Special Needs

Part of fear is being faced with the unknown; these experiences for children can include encountering people who look or act different from them for the first time. Reactions to fear can include unkind behavior, such as teasing and violence. Giving kids information about people with special needs, allowing them to have their questions answered and to see that we are not so different can help to conquer that fear of the unknown and create friendship.

Do You Remember the Color Blue?: and Other Questions Kids Ask About Blindness is a book written by Sally Hobart Alexander, who lost her vision at the age of twenty-seven.

In this book, she answers questions, such as "How did you become blind?" "How can you read" and "Was it hard to be a parent when you couldn't see your kids?" (2000). New York, NY: Viking. ISBN: 0-670-88043-4.

In *Hooway for Wodney Wat*, by Helen Lester (illustrated by Lyn Munsinger), all of Rodney's classmates make fun of him because he can't pronounce his name, but it is his speech impediment that drives away the class bully. (1999). Boston, MA: Houghton Mifflin. ISBN: 0-395-92392-1.

Be Good to Eddie Lee, written by Virginia Fleming and illustrated by Floyd Cooper, focuses on special discoveries shared between Christie and Eddie Lee, a boy with Down Syndrome. (1997). New York, NY: Philomel Books. ISBN: 0-399-21993-5.

Wilma Unlimited: How Wilma Rudolph Became the World's Fastest Woman, by Kathleen Krull (illustrated by David Diaz), is a biography of the African American woman who overcame crippling polio as a child to become the first woman to win three gold medals in track in a single Olympics. (1996). San Diego, CA: Harcourt Brace. ISBN: 0-15-201267-2.

Families Learn

What to call this category? I thought of families coping, adjusting, uniting. I can remember being a young child when my two-year-old brother was diagnosed with epilepsy—this greatly changed the life of our family. I chose the verb "learn" because with each experience of challenge, love, heartache, or triumph that a family faces, I believe its members are learning—to relate to one another, deal with what others may think, and to confront the next experience that life brings.

In *Mama Zooms*, by Jane Cowen-Fletcher, a young boy explains how his "zoom machine," or riding in his mother's lap (in her wheelchair), takes him to exciting places. (1993). New York, NY: Scholastic. ISBN: 0-590-45775-6.

We'll Paint the Octopus Red, written by Stephanie Stuve-Bodeen and illustrated by Pam DeVito, is a story of an expectant big sister, Emma, who discusses with her father what they will do when the new baby arrives; when he is born with Down Syndrome, they must adjust their expectations. (1998). Bethesda MD:

Woodbine House. ISBN: 1-890627-06-2.

Just Juice, by Karen Hesse, is a short chapter book about a family who lives "way out in the hills." Nine-year-old Juice, upon realizing that her father's lack of work has endangered her family, decides that she must return to school and learn to read in order to help their chances of surviving and keeping their house. (1998). New York, NY: Scholastic. ISBN: 0-590-03382-4.

The experience of creating this list, delving more extensively into the literature written for and about children with special needs, and sharing these books with students has been quite powerful. As I shared this list of books for the first time, apologizing for publishers' sometimes insensitive, one-sentence book summaries and fighting uncertainty as to my own degree of political correctness, I looked into the faces of the students and realized the importance of getting this literature out there. This realization has largely outweighed my self-consciousness. As I shared the book *Wilma Unlimited: How Wilma Rudolph Became the World's Fastest Woman*, a story with themes of racial discrimination, gender bias, social class, and physical disability, I knew with certainty that what we were really focused on was hope and an individual's ability to overcome incredible odds. Please come by the Curriculum Materials Library (CEB 101) for a more comprehensive list of books, especially those written for young adults!

SUGGESTED MULTICULTURAL INFUSION ACTIVITIES

by Nancy P. Gallavan and Porter Lee Troutman, Jr.

An eye-opening column appeared in the San Diego Union-Tribune on Wednesday, October 10, 2001, titled "Learning about tolerance in eighth grade" authored by Joan Ryan of the San Francisco Chronicle. She

describes an annual middle school Language Arts class assignment (location unknown) asking students to read and think deeply about the 1954 Langston Hughes poem "I, Too Sing America." Traditionally, following a class discussion, each student is challenged to rewrite the poem using individual thoughts, language, feelings, and experiences placing personal values and beliefs into contemporary words reflective of each student's own sociocultural context.

Coincidentally, this fall the assignment was scheduled for September 11. The teacher debated the timeliness of the assignment and chose to proceed. As with previous classes, the students were asked to bring their completed poems to share aloud in class a week later. However, during that particular time period, Ali Rafi, an Arab-American student enrolled in this Language Arts class, and his family suddenly became recipients of previously unknown prejudice, insults, and hate following the events of September 11.

Rafi typically is a quiet cut-up, the kind of youngster who, behind the scenes, might write the smart and funny lyrics for the school play. He dreams of becoming a comedian or a rap singer. Rafi has never hidden the facts that he is Muslim and doesn't eat meat at school; he is comfortable when his mother and sisters show up at school events with their heads covered in traditional Muslim scarves. Until September 11, his religion had never been the source of interest much less ridicule and hate. Now Ali Rafi thinks differently about his life and the new attitudes and behaviors he is encountering. The poem he composed reflects changes and feelings that one week earlier he could not have imagined writing.

The day the poems were due in Rafi's Language Arts class, the students broke into groups of four. Each group was asked to choose a poem from among the group to share aloud with the class. Rafi's group chose his poem. Rafi sat on the stool in front of the class and read the following two poems.

I, Too Sing American by Langston Hughes
I, too, sing America.
I am the darker brother.
They send me to eat in the kitchen
When company comes,

But I laugh,
And eat well,
And grow strong.

Tomorrow,
I'll be at the table
When company comes.
Nobody'll dare
Say to me,
"Eat in the kitchen,"
Then.

Besides,
They'll see how beautiful I am
And be ashamed--

I, too, am American.

I, Too Sing American by Ali Rafi
I, too am an individual.

They embarrass me the way they tease.
When they say I'm a terrorist, I shrug it off,
But I count them as friends.
And so, the ridicule continues
And I must shrug off another day.

Tomorrow,
When they joke,
I will joke back.
Then they won't say to me
"You probably helped them,"
Then.

Besides,
They'll stop after I show them
Who I am
And they'll lower their head.

I, too, have dignity.

When Rafi finished, the class fell silent then erupted in heart-felt applause. The next day Rafi was asked by the principal to read his poem over the school intercom during their school's daily "words of wisdom." After the broadcast Rafi received another genuine round of applause heard throughout the school, and the student taunting stopped without raised voices or fists. Rafi knew he could not control the attacks, he could control only his responses to them.

We should all be fortified by the courage and strength demonstrated by this one eighth-grader. Perhaps more educators can use the poems written by Langston Hughes and Ali Rafi as models to infuse the importance and processes of valuing cultural diversity meaningfully and authentically into their classes. If you have questions or comments, please contact us at the following email addresses: Nancy Gallavan at gallavan@unlv.edu or Porter Troutman at porter@unlv.edu. We welcome your versions and your students' versions of the poem, "I, Too Sing America" by Langston Hughes and Ali Rafi. We will gladly share some of them in a future edition of the College of Education multicultural newsletter.

ELEVENTH ANNUAL INTERNATIONAL MULTICULTURAL CONFERENCE A SUCCESS

by Porter Lee Troutman, Jr.

The 11th Annual International Multicultural Conference was a tremendous success. The conference was held at the Riviera Hotel, November 7-11, 2001. Ironically, the organization was founded in the same hotel 11 years ago and has a membership of 5000+. Educators from preschool through higher education and representatives from business and communities comprise NAME's membership.

Over 1500 were in attendance at the conference. Participants from Russia, Bulgaria, Netherlands, England and South Africa attended. Dr. Jack McLaughlin, State Superintendent, Carlos Garcia, CCSD Superintendent and Shirley Barber welcomed the participants.

The theme of this year's conference, which was co-sponsored by NAME's Nevada Chapter, UNLV, and the Clark County School District, is "High Stakes: Achievement, Assessment, and Advocacy Through Multicultural Education." "This important conference focused on today's trends toward high stakes testing standards for our students and schools, which demands that all students learn and that all schools are accountable," said Porter Troutman, professor of curriculum and

instruction at UNLV's College of Education and president of NAME's Nevada chapter. "These national efforts in assessment, accountability, achievement, and choice must be reviewed and applied through a multicultural lens to assure that all students benefit equitably from these initiatives. More significantly, the conference addressed effective multicultural programs and strategies for bridging the existing gaps and truly promoting the success of every student," Troutman said. The conference featured presentations by many of the nation's best scholars and experts in multicultural education, including Karen Hartke, representative from the National Center for Fair and Open Testing; and Peggy McIntosh, who is associate director of the Wellesley College Center for Research on Women and the founder and co-director of the National S.E.E.D. (Seeking Educational Equity and Diversity) Project on Inclusive Curriculum. Antonia Darder, professor of education and cultural studies at Claremont University and an activist in a variety of Latino/Chicano grassroots efforts tied to educational rights, worker's rights, bilingual education, women's issues, and immigrant rights, delivered a keynote presentation on Nov. 7 titled "Schooling and the Culture of Dominion: or The Dirty Little Secrets of High Stakes Testing." Her talk was free and open to the public.

The conference featured the world premiere of Lee Mun Wah's documentary film "*Last Chance for Eden*." Wah is a nationally acclaimed speaker, educator, poet, author, and diversity trainer who taught special education in the San Francisco Unified School District for more than 25 years. He has produced and directed three award-winning documentary films about the issue of racism.

Conversations with authors and Booksignings included: Valerie Ooaka Pang, Louise Derman-Sparks, Donna Gollnick, Sonia Nieto, Geneva Gay, Paul Rivel and Kathy Swope. NAME is the primary organization in the United States dedicated to academic success and educational equity for all students and groups through multicultural education.

Other highlights of the conference included the preliminary approval of four resolutions on: NAME, Standardized Testing, Teacher Testing, and Social Justice. The fifth resolution regarding state standards is

under review.

RESOLUTION OF THE ELEVENTH ANNUAL INTERNATIONAL CONFERENCE OF THE NATIONAL ASSOCIATION FOR MULTICULTURAL EDUCATION

WHEREAS the National Association for Multicultural Education was founded eleven years ago when a courageous group of teacher educators banded together and pledged their professional lives and careers to create an organization dedicated to promoting racial, social and economic justice for all through education; and

WHEREAS the message of the founders to end oppression directed at any group or persons and create an inclusive society based on the inherent worth of all people was so attractive that the best and brightest educators in the land immediately lent their time, talent and prestige to further the cause of NAME; and

WHEREAS over the last eleven years, educators of good will and purpose have joined NAME and worked tirelessly to further the cause of multicultural education toward creating a just society in which every child can learn and grow and develop to the fullest of his or her potential; and

WHEREAS NAME has conducted annual conferences in each of the last eleven years to address the important issues of multicultural education, raise public consciousness, and promote the multicultural agenda in all public, educational and political forums; and

WHEREAS in 1996, a leadership institute was held in Albuquerque, New Mexico in which many of the current leaders of the National Association were trained in organizational development and leadership that we might create state chapters to effectively promote the NAME agenda throughout the land; and

WHEREAS one of the strengths through diversity of the National Association for Multicultural Education is our self-renewal process promoted by the officers and board of directors to continue to attract the new committed persons willing to give of their time and talent to promote multicultural education;

NOW THEREFORE BE IT RESOLVED that the National Association for Multicultural

Education conduct a new leadership institute to reach out to the next generation of leaders in multicultural education; and

BE IT FURTHER RESOLVED that the NAME Board of Directors organize this leadership institute to focus on new organizational structures including local chapters on college campuses, in P-12 schools and other institutions where the work of multicultural education is most immediate; and

BE IT FURTHER RESOLVED that the call go out to all the land, to every college campus, to every public school, to every concerned organization, to every person of good will to come together to work to build a just and inclusive society through multicultural education.

RESOLUTION OF THE ELEVENTH ANNUAL INTERNATIONAL CONFERENCE OF THE NATIONAL ASSOCIATION FOR MULTICULTURAL EDUCATION ON STANDARDIZED TESTING

WHEREAS the National Association for Multicultural Education (NAME) considers the current usage of standardized testing to be a social policy issue of utmost importance;

WHEREAS NAME believes we must begin to account for the social and economic costs of standardized testing as people are tested, tracked, and sorted into narrowed rather than broadened opportunities;

WHEREAS NAME strongly believes that standardized testing damages the quality of education and poses unwarranted, unethical, and sometimes illegal barriers to equal opportunity for large numbers of Americans;

WHEREAS research-based arguments on standardized testing assert that standardized tests

- are grossly misused for purposes for which they were not intended;
- have been conclusively shown to penalize minorities and women the most and the scores of such tests tend to be highly correlated with socio-economic

class;

- and exert far too much control over curriculum and instruction therefore serving * to thwart educational reforms that build upon sound cognitive research that attempts to address the range of skills and learning behaviors that are needed in today's global community;

BE IT THEREFORE RESOLVED THAT NAME calls for an end to the total dominance of

standardized testing as the primary means for apportioning educational and economic opportunities;

BE IT FURTHER RESOLVED THAT NAME strongly endorses the increased use of performance-based assessments which judge students, prospective teachers, and teachers on the basis of what they can actually do;

BE IT FURTHER RESOLVED THAT NAME strongly endorses hiring and promotion systems for teachers based on genuine performance;

BE IT FURTHER RESOLVED THAT NAME strongly endorses test-score optional admissions

policies at institutions of higher education.

RESOLUTION OF THE ELEVENTH ANNUAL INTERNATIONAL CONFERENCE OF THE NATIONAL ASSOCIATION ON TEACHER TESTING

WHEREAS teacher admission and certification tests have been found to have questionable content, concurrent, construct, criterion-related, and predictive validity;

WHEREAS teacher admission and certification tests have been found to have psychometrically indefensible methods for establishing cutoff scores;

WHEREAS teacher admission and certification tests disproportionately eliminate

Asian American, African American, Hispanic American, Puerto Rican, American Indian, and other minority candidates of color; and ,

WHEREAS teacher admission and certification tests are a chief obstacle to the national interest of

recruiting a culturally and racially diversified

national teacher force,

BE IT THEREFORE RESOLVED THAT the National Association for Multicultural Education (NAME) call for the elimination of teacher admission and certification testing until such time as testing

instruments have been designed that can predict candidates who will be academically successful in teacher education programs and who will be competent teachers in the school classroom.

RESOLUTION OF THE ELEVENTH ANNUAL INTERNATIONAL CONFERENCE OF THE NATIONAL ASSOCIATION RE-AFFIRMING SOCIAL JUSTICE AND EQUITY WORK FOLLOWING THE SEPTEMBER 11, 2001 TRAGEDIES

WHEREAS the September 11th tragedies in New York City and Washington DC have stunned us all and affected our lives forever;

WHEREAS we have come together with neighbors, friends, and strangers from around the world to mourn the loss of lives and still ache with pain from the horror of the events;

WHEREAS we have coalesced to provide support for the families of the victims and the rescue workers who were so committed to finding life amid to rubble;

WHEREAS our goal is to achieve peace, security, and safety for all people, no just citizens of the United States;

WHEREAS it is now a critical time for multicultural educators to provide leadership to our schools and communities;

WHEREAS we must repudiate racism against those who have been unjustly defined as the enemy;

WHEREAS we are concerned about poverty in the United States and the rest of the world, the violence perpetrated against women around the world, and the devastating clashes between people based on hatred;

BE IT THEREFORE RESOLVED THAT we dedicated ourselves to re-structuring education to reflect the authentic histories, cultures, and conditions of the global community;

BE IT FURTHER RESOLVED THAT we re-commit to foster in ourselves and others a

critical analysis of the underlying causes of terrorist actions and the reasons for anti-U.S. hostility in some parts of the world.

**NAME STANDARDS COMMITTEE:
DRAFT CRITERIA FOR EVALUATING
STATE CURRICULUM STANDARDS**

The United States of America is, by virtue of its history, multicultural in its composition. In order to address the needs of this pluralistic community, curriculum standards designed state by state to guide public education in their respective classrooms need to recognize the particular contributions, the distinct heritages and values, and the individual ways of knowing that describe our multicultural experience. The primary goal of public education-the development of a fully functional and educated citizenry committed to democratic ideals-requires nothing less. Consequently, the basic educational mission in all schools should be to develop fully self-realized individuals who understand themselves and their ways of understanding; who understand and appreciate the diverse peoples, histories, and cultures that have played so vital a role in our national experience; and who understand and are committed to the principles of social justice for all people which form the constitutional bedrock on which our society is founded. In general, curriculum standards must not only recognize the multicultural composition of the United States but foster classroom practices directed to the fill development of the human personality, respecting differences while imparting the knowledge and skills which will enable all people to participate fully and meaningfully in our multiethnic society.

A curriculum that respects the multicultural values and heritage of the United States and that meets the needs of the diverse community of students who populate our classrooms will, of necessity, need to provide a structure which will support individual growth and understanding. Curriculum guidelines, consequently, will need to respond to five key concerns:

I. **Inclusiveness:**Inclusive curriculum guidelines will

A. Represent the broad range of

experiences and peoples that compose the population of the United States;

B. Acknowledge the ways multicultural experiences have contributed to the knowledge base, value systems, and ways of thinking within disciplines;

C. Provide an integrated understand of human experience in all its varieties and complexities, including both the extraordinary ("heroes and holidays") and the ordinary;

D. Lead students to understand the interdependence of all groups and the reciprocal ways in which our collective experiences have been shaped by and continue to shape the lives of the diverse peoples living in the United States.

II. Diverse perspectives: Curriculum guidelines emphasizing diverse perspectives will

A. Represent the multiple constituencies and points of view operating in the United States;

B. Encourage students to entertain competing constructions and understandings of social, historical, and natural phenomena;

C. Recognize the ways these constructs are rooted in the cultural and historical experiences of the people who espouse them;

D. Provide students with the intellectual tools to think independently, contextually, and critically about the materials they are learning.

E. causes and the effects of traditional and alternative belief systems.

III. Self-knowledge: In order to foster a sense in students of how their own identities have been constructed, curriculum guidelines will

A. Provide students with a structure that will allow them to investigate their own cultural and ethnic identities and to examine their attitudes and behaviors toward other groups, both the origins and the consequences of such behaviors;

B. Lead students to a critical understanding of their own cultural and ethnic identities, including both their

strengths and weaknesses;

C. Recognize that identity is based on multiple factors, including multiple characteristics of multiple groups;

D. Foster in students an understanding that identity is a dynamic, not static, entity and that, consequently, change is possible.

IV. Social justice: Curriculum guidelines fostering the goals of social justice will

A. Emphasize the constitutional rights accorded to all members of our society and the responsibilities entailed by citizenship in our multicultural society;

B. Recognize and uphold the statutes set forth by the Universal Declaration of Human Rights adopted by the United Nations in 1948, in particular Article 26.2, that "Education shall be directed to the full development of the human personality and the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace";

C. Prepare students to "think globally, act locally" by fostering in them a critical understanding of the ways local knowledge and actions are situated within and have an impact on global contexts;

D. Provide students with opportunities to evaluate the results of personal, organizational, corporate, and governmental decisions and to develop a critical understanding of how such decisions may benefit some groups while negatively impacting others;

E. Promote social action, creating an engaged, active, and responsible citizenry committed to eradicating bigotry and to developing a fair, just, democratic society responsive to the needs of all our people regardless of race, class, gender, age, sexual orientation, physical appearance, ability or disability, national origin

ethnicity, religious belief or lack thereof.

JUST THE FACTS*

by Kyle Higgins

1999 Nevada Demographics

State Population	1,967,219
Clark County	1,343,537
(68.3% of Nevada's population)	
Washoe County	323,537
(16.5% of Nevada's population)	
Rest of the State	300,031
(15.2% of Nevada's population)	

Adult (20 & older)	1,441,918
Child (19 & under)	525,301

1999 Nevada Demographics of Children

Age Groups

0-4 years old	137,545
5-14 years old	265,020
15-19 years old	122,736
Total	525,301

1999 Nevada Race/Ethnicity of Children

Racial/Ethnic Group

White,	338,355
(64.4% of children)	
Non-Hispanic	
African American	42,148
(8% of children)	
Hispanic	114,081
(21.7% of children)	
Asian &	22,894
(4.4% of children)	
Pacific Islander	
Native American	7,823
(1.5% of children)	

Percent of Children under Age Six with at Least One Parent Working Full Time Who Remain in Poverty = 6.4%

1999 Nevada Percent of Low-Birthweight Babies

Total Number of Births = 28,855
(20,767 in Clark County)

Number <2,500 grams = 2,196
(1,585 in Clark County)

Nevada's 2000 National Rank: 25th

1999 Nevada's Infant Mortality Rate

Infant Deaths = 191

(141 in Clark County)

Number of Births = 28,855
(20,767 in Clark County)

Nevada's 2000 National Rank: 16th

1999 Nevada's Teen Birth Rate:

Births to Teens = 1,323

(928 in Clark County)

Female Population (Ages 15-17) = 35,824
(23,824 in Clark County)

Nevada's 2000 National Rank: 42nd

1999 Nevada Inadequate Prenatal Care

Number of women with delayed prenatal care = 6,064

Percent of women with delayed prenatal care = 24%

Number of women with no prenatal care = 793

Percent of women with no prenatal care = 3%

Number of women for whom no data are available = 3,467

Percent of women for whom no data are available = 12%

Total number of live births in Nevada = 28,893

The Nevada State Women, Infants, and Children Program (WIC) serves an average of 39,000 low-income nutritionally at-risk women, infants, and children every month. This monthly average for fiscal year 2000 is an increase of

3,000 participants from the 1999 fiscal year. Each month the WIC program serves an average of 10,200 women (4,100 pregnant women, 2,900 breast feeding women, and 3,200 recently postpartum women); 10,600 infants; and 18,200 children.

1997-1999 Status of Health Care for Children in Nevada

The U.S. Census Bureau reports that approximately 22% of all children under the age of 18 in the State of Nevada are uninsured (not covered by private or government health insurance) from 1997-1999. This compares to a national figure of 15%.

Immunization Rates of 2-year-olds in Nevada

73% of Nevada's two-year-olds are fully immunized (64.3% in Clark County). This compares to a national figure of 80%.

Children in Poverty

The percent of children living in poverty is the percentage of children under the age of 18 who live in families with incomes below the U.S. poverty threshold. In 2000, the U.S. poverty threshold for a family of four was \$17,050. The poverty rate for the U.S. in 1999 was 11.8% for all persons and 16.3% for children under the age of 18. Among all states, **Nevada ranks 20th in the number of all people living in poverty.**

Nevada's poverty rate for all ages = 10.7% (11.1% in Clark County)

Nevada's poverty rate for children under the age of 18 = 15.4% (16.4% in Clark County)

Total number of Nevadans considered to be living below the poverty level = 533,000 (29% of the total population of the State)

Total number of children (under the age of 18) in Nevada considered to be living below the poverty level = 195,000 (37% of all children in the State)

2000 Child-Care Costs in Nevada

Average Annual Cost of Center Care for a 4-year-old = \$4,862

Average Annual Cost of Center Care for a 12-month-old = \$5,850

Average Annual Cost of Family Care for a 4-year-old = \$4,862

Average Annual Cost of Family Care for a 12-month-old = \$4,940

Average Annual Cost of Center Care for a School-Age Child = \$2,396

Average Annual Cost of Family Care for a School-Age Child = \$2,097

1999-2000 Number of Nevada Public Schools

High Schools = 78

(32 in Clark County)

Junior/Middle Schools = 68

(36 in Clark County)

Elementary Schools = 299

(152 in Clark County)

Alternative/Special Schools = 26

(17 in Clark County)

Total Schools = 471

(237 in Clark County)

1998-1999 Nevada School Enrollment

Total students 311,063 [percentage growth over previous year 4.9%] (203,777 in Clark County, percentage growth over previous year 6.8%).

Eleven percent (35,714 children) of the student population in Nevada is enrolled in Special Education. The two largest counties in the state have the most children with disabilities, 22,568 in Clark County and 6,072 in Washoe County.

There are 2,456 available/funded slots for children in Early Head Start and/or Head Start in Nevada.

1998-1999 Percentage of Teachers in Nevada School Districts by Highest College Degree & License

Bachelor's Degree = 53%

(47% in Clark County)

Master's Degree = 46%

(52% in Clark County)
Doctoral Degree = 1%
(1% in Clark County)

Percentage of teachers reaching within their license area (all degrees) = 98% (98% in Clark County)

1998-1999 High School Dropout Rate in Nevada

Number of Drop outs

9th grade = 672, 2.9% of students
(463 from Clark County)

10th grade = 1,088, 5% of students
(798 from Clark County)

11th grade = 2,037, 10.1% of students (1,485 from Clark County)

12th grade = 2,681, 15.9% of students (2,042 from Clark County)

Approximately, 8% of students in grades 9-12 in Nevada from school year 1998-1999 were high school dropouts.

1997-1999 Causes of Child Death (Ages 1-14) in Nevada

Clark County

Accidents = 76
Natural Causes = 64
Homicide = 13
Suicide = 6
Other = 46
TOTAL = 205

Washoe County

Accidents = 13
Natural Causes = 13
Homicide = 3
Suicide = 3
Other = 11
TOTAL = 43

Rest of State

Accidents = 23
Natural Causes = 9

Homicide = 5
Suicide = 2
Other = 7
TOTAL = 46

1999 Teen Violent Deaths in Nevada = 65
(41 in Clark County)

The teen violent death rate is the number of deaths from suicide, homicide, accidents, and unclassified deaths, per 100,000 teens, ages 15 to 19.

Nevada's 2000 National Rank: 30th

1999 Child Abuse and Neglect Reports (Ages 17 and under)

Total = 13,384
(7,932 in Clark County)
Substantiated = 3,983
(2,920 in Clark County)
Unsubstantiated = 8,754
(4,769 in Clark County)
Unknown = 647
(243 in Clark County)
Percent of total reports substantiated = 29.8% (36.8% in Clark County)

1999 Nevada Juvenile Violent Crime Arrest Rate (ages 10-17)

Total state juvenile violent crime arrest rate = 587 out of a population to 205,699 juveniles ages 10-17
Clark County juvenile violent crime arrest rate = 443 out of a population to 136,793 juveniles ages 10-17

Nevada's 1998 National Rank: 25th

*All data reported come from the U.S. Census Bureau, 2000 or the *2001 Nevada Kids Count Data Book* prepared by the UNLV Center for Business and Economic Research.

ASIAN/PACIFIC ISLANDERS AND HIV/AIDS

By Nancy M. Sileo

Many Asian Pacific Islander Americans have been lulled into a false sense of security and perceive the *face of AIDS* as a Western epidemic that belongs to gay and bisexual men and injection drug users. They may not consider themselves vulnerable to HIV/AIDS due to lack of education about and exposure to effects of the virus or a perceived invincibility to the disease (Yep, 1993a). Yet, Asian Pacific Islander American adolescents and young adults often engage in risk behaviors that place them at risk of HIV/AIDS. An estimated 49% of Asian Pacific Islander women with AIDS reported exposure primarily through sex with HIV-positive or high risk partners (CDC, 1999). Many female commercial sex workers in massage parlors engage in unsafe sexual practices that place them at risk of sexually transmitted diseases. Unfortunately, their immediate survival needs often take priority over the risk of HIV/AIDS and access to health care (Passar & Johnson, 1996).

In addition, many people of Southeast Asian heritage may participate in risk behaviors, including unprotected vaginal and anal intercourse, multiple sex partners, same sex behaviors, and simultaneous sex, drug, and alcohol use (Carrier, Nguyen, & Su, 1992; Flaskerud & Nyamathi, 1998). For example, Cambodian, Laotian, and Vietnamese men who live in the US may engage in unprotected sexual behaviors with commercial sex workers during visits to their native countries. They may neglect to wear a condom or inform their wives and sex partners of their sexual exploits, thereby contributing to the increased incidence of HIV/AIDS in the US (Jemmott et al., 1999).

Drug use is widespread among individuals who encounter acculturation problems, especially Southeast Asian refugee youth who experienced physical trauma and/or separation from families (Jemmott et al., 1999); they may use marijuana, crack cocaine, and/or heroin. According to Jemmott et al., drug users often engage in HIV risk behaviors, including sharing needles, simultaneous drug use and sexual activity, and trading sex for drugs or money; such behaviors place their sex partners and children at risk.

The lack of peer and community support for their sexual and racial diversity are perceived

often as barriers to the personal dignity and positive identity of Asian Pacific Islander American adolescents and young men who have sex with men (Choi et al., 1998). Many experience low self-esteem regarding physical appearance and an apparent lack of 'goodness of fit' with the ideal image of male beauty espoused by the mainstream gay community; they also sense negative stereotyping within gay circles about their sexual behaviors. These perceptions often contribute to feelings of alienation, marginalization, and concomitant guilt, shame, social insecurities, and depression which, in turn, may result in unsafe sexual practices (Choi et al.). Foreign-born Asians and Pacific Islanders, who are recent immigrants, may have limited English language skills and encounter prominent feelings of disenfranchisement; few programs provide interventions in native Asian and Pacific Islander languages (Sy et al., 1998).

An estimated 73% of Asian Pacific Islander American adolescents and young men with AIDS reported exposure primarily through male-to-male sex (CDC, 1999). However, they may not see themselves as at-risk of HIV/AIDS. For example, Choi, Salazar, Lew, and Coates (1995) found that 57% of gay men of Asian and Pacific Islander heritage who practiced anal intercourse used alcohol before intercourse; one fourth of the respondents also reported unprotected anal intercourse. Yet, 85% and 95%, respectively, believed they were unlikely to contract HIV/AIDS and transmit the virus. Optimistic bias, which is the consistent tendency to underestimate personal risk and susceptibility to HIV/AIDS, minimizes their perception regarding the reality of infection and the likelihood of harm that results from unprotected sex and concomitant negative life events (Yep, 1993a).

The misperception that AIDS is not prevalent within their ethnic group influences risk behaviors and may be an obstacle to adopting HIV-preventive behaviors. Jemmott et al. (1999) indicated that denial exists about the incidence of HIV/AIDS in many Southeast Asian American communities. Although HIV/AIDS is spreading rapidly in these areas, the erroneous perception is that people are not really dying from AIDS, but, rather from diseases such as cancer. "Cultural shame and

stigma attached to HIV/AIDS has created a roadblock in the identification of HIV-positive members of the (sic) API community" (p. 107). The situation is analogous to students with disabilities who continue to believe they cannot or will not contract HIV/AIDS and other STDs even after they participated in HIV/AIDS prevention education programs (Crocker, Cohen, & Kastner, 1992; Scotti et al., 1997). Generally, students understand the concept of health-risk situations and HIV transmission, but they tend to distance themselves from the sources who carry the message of infection and health-risk behaviors. In addition, they seem unable to generalize the information acquired in a public forum, such as a school setting, to their individual lives.

Asian Pacific Islander Americans often do not acknowledge their homosexuality or the health-risks associated with unprotected sexual behaviors. They understand that high risk practices lead to HIV/AIDS, yet, they do not seem to relate the concept to their situations. In addition, few known personalities of Asian and Pacific Islander descent, other than Olympic diving champion, Greg Louganis, disclose their homosexuality or status regarding HIV/AIDS or other sexually transmitted diseases.

Cultural mores, beliefs, and practices influence how Asian Pacific Islander American youth and young adults think and act as they negotiate a tenuous balance between family values and society. As indicated above, traditional customs often stress a collectivist culture in which individual behaviors are perceived according to their overall effect on the family and social community. It seems appropriate, therefore, to design culturally competent HIV/AIDS prevention education programs that honor traditional values and emphasize interventions that consider family and community (Grunbaum et al., 2000; Yep, 1993b).

Adapted from Sileo, Prater, Pateman, & Sileo (2001). Multicultural Consideration in HIV/AIDS Prevention Education: An Asian Pacific Islander American Perspective, *Journal of HIV/AIDS Prevention Education* 4(3).

Books and Further Information on HIV/AIDS and Asian/Pacific Islanders

- Center for AIDS Prevention Studies. (1998, April). *What are Asian and Pacific Islander HIV prevention needs?* University of California San Francisco: Center for AIDS Prevention Studies and AIDS Research Institute.
- Centers for Disease Control and Prevention. *HIV/AIDS Surveillance Reports* <http://www.cdc.gov/hiv/stats/hasrlink.HTM>
- Green L. (Eds.), *AIDS, identity, and community: The HIV epidemic and lesbians and gay men*. Thousand Oaks, CA: Sage.
- Crocker, A. C., Cohen, H. J., & Kastner, T. A. (Eds.). (1992). *HIV infection and developmental disabilities*. Baltimore: Brookes.
- Sy, F. S., Chang, C. L., Choi, S. T., & Wong, F. Y. (1998). Epidemiology of HIV and AIDS, among Asian and Pacific Islander Americans. *AIDS Education and Prevention, 10*, (Supplement A.), 4-18.