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UNLV College of Education Multicultural & Diversity Newsletter

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Nancy Sileo, Aimee Govett, & Cecilia Maldonado, 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.

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IMAGINE

**Imagine there's no heaven,
It's easy if you try,
No hell below us,
Above us only sky,
Imagine all the people
living for today. . .**

**Imagine there's no countries,
It isn't hard to do,
Nothing to kill or die for,
No religion too,
Imagine all the people
living life in peace. . .**

**Imagine no possessions,
I wonder if you can,
No need for greed or hunger,
A brotherhood of man,
Imagine all the people
sharing all the world. . .**

**You may say I'm a dreamer,
but I'm not the only one,
I hope some day you'll join us,
And the world will live as one.**

**Written by: John Lennon
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THE UNANTICIPATED PATHS OF LIFE

By Nancy P. Gallavan

Recently I discovered these lines:

Life takes shape in big and small spaces and the moments in between.

When we're simply ourselves, in the everyday acts of being, we don't have to move mountains or make miracles...yet sometimes we do anyway.

You can see it in the paths we take and feel it in the ways we come together to create something greater than any one of us could accomplish alone.

As I reflect upon the last eight years at UNLV and the many people who have contributed to the incredible changes in both social studies and multicultural education locally and globally, I want to thank each of you for your indispensable care and worthy contributions. Respecting sociocultural context and valuing cultural diversity authentically requires balancing one's head, heart, and hands mindfully; this work depends upon conscientious and consistent attention. Our efforts fluctuate between nurturing and nudging, and each of us gains strength through our collaborative endeavors and reciprocal relationships embodied in the rewarding exchanges as teacher becomes learner and learner becomes teacher.

I certainly have received much more than I have contributed individually—much more growth than I ever anticipated acquiring. My personal, professional, and pedagogical advancements in the fields of social studies and multicultural education extend from the phenomenal partnerships and lifelong friendships established with colleagues and students. I will take all of these experiences joyfully with me into my future university position. I will remember my years at UNLV with goodness and grace. As we travel in our paths of life, knowing they will cross again and often, let us continue to move mountains and make miracles in those big and small spaces along with all the important moments in between.

REFLECTION

By Aimee Lee Govett

It's important that children see themselves as actors in the world, Not just things being acted upon.

When I first came to UNLV five years ago I was relatively naïve about teaching in a diverse quasi-urban environment, not to mention preparing preservice teachers to address cultural issues in schools and to be models for our children from multiple cultural backgrounds. I did know that I believed in democracy, even though it is messy and complex and I realized that most Americans, educators and otherwise, struggle to understand culture and diversity.

My first semester here, Fall 1998, I was asked if I would take over the instruction of a multicultural class, two weeks into the semester. Initially, I panicked, because I had never taught a class like this and they were already into the semester. The four minimal requirements were attendance (along with participation), a teacher interview, a personal cultural history, and a fine-arts product. I was not even sure what expectations or vision I had for the class.

As a way of introducing ourselves on our first day together, each of us told of the one individual event, or experience that had a strong influence on his/her life. It was a promising beginning because we all opened up. Each voice was surprisingly honest, sometimes emotional, and extremely candid. This safe and supportive climate existed because we really listened to each other with respect and consideration. This set the stage for a semester of dialogue instead of the lecture-driven, text-reading, test-taking experience they had experienced the first two weeks. The teaching of this course made such a profound impact on me that I wrote an article about it for this very newsletter.

I have been given other opportunities to teach this course (about four times) and it is surprising to me how it evolved or actually tailored itself to the particular audience. I was invited to teach a multicultural class for a Special Education Cohort and I debated about what approach I should use. I had been reading about Ruth Simmons, Smith College President, who said, "One should not preach values to students; one should place students in an

environment to face conflicting values. That is why we need diversity. Somehow they end up on the right side, eventually. We certainly don't do better by imposing values. What are the values we are talking about? The love of truth and understanding; and the search for truth and understanding. We cannot teach these, we can only cultivate them." So, I decided that the classroom must be a demonstration of this, the way that we treat each other. Thus, the course matured to encourage investigation, consideration, and deliberation about the diverse nature of our people and the educational ramifications. I incorporated dialogue about culture, micro-culture, and information about culturally appropriate pedagogical practices.

I wanted preservice teachers to have an increased awareness, interest, and **enjoyment** of the diversity of the classroom and be able to instruct children to develop such awareness as well. I wanted them to **explore** and address the diversity not only in their classrooms, but also in schools, and community. I hoped that they would engage in **reflection** on their teaching practices and beliefs so that they would create and maintain a democratic classroom.

Some wonderful discourse did come out of the readings and discussions that we had. In answer to the questions: "How do we prepare a democratic classroom? What is a democratic classroom?" They came up with:

- Means not reading I.Q scores or achievement scores
- Means not discovering who may be a source of trouble or even a source of joy
- Means giving your students a fresh chance to develop in new ways in your classroom
- Means freeing the teacher from using previous standards to measure pupils
- Means there is no formula for resolving all conflicts
- Means we all must learn how to bargain and compromise

We came up with realistic suggestions for creating a democratic classroom including: talking to students outside of class; watching them play and interact with other young people; playing with them – joking games and serious games; talking to them about yourself and what you care about, and most importantly, learning to LISTEN. We talked about the main issues

creating injustice in our society such as limited resources and inequities based on wealth, education, and occupation. In this country, as well as in others, there is an ever-widening gap between upper middle class and those who live in poverty. These class-based, stereotyped expectations and attitudes may (and usually do) limit student potential.

Other wonderful tidbits that I shared with my students as this course evolved:

Definitions:

Ethnicity: varied groupings based on national or linguistic backgrounds.

- (Greek) "ethnos" means nation
- used inaccurately to refer to members of all minority groups

Identity Groups: people who share interests, concerns. Or roles and "speak the language" common to that group.

- Hip-Hop, women's movement, Family Christian Coalition, Gay-Lesbian organizations...

Race: major groups by geographical area - NOT by nationality, language spoken, or a culture.

1. *African* - Collection of related persons living south of the Sahara.
2. *American-Indian* - Related to the Asian geographical race; only group in the western hemisphere for many years.
3. *Asian* - Persons in continental Asia except for those in South Asia and the Middle East; includes China, Japan, Taiwan, the Philippines, and Indonesia.
4. *Australian* - (Australian aborigine) a group of people in Australia.
5. *European* - Located in Europe, the Middle East, and north of the Sahara.
6. *Indian* - Persons living in South Asia from the Himalayas to the Indian Ocean.
7. *Melanesian* - Dark-skinned persons living in New Britain, New Guinea, and the Solomon Islands.
8. *Micronesian* - Dark-skinned persons living on islands in the Pacific: Carolines, Gilberts, Marianas', and Marshalls.
9. *Polynesian* - many persons living in the Pacific Islands such as Hawaii, Easter Island, and the Ellice Islands.

Lots of this information was good and as I discovered it I shared it with them. The problem was that the way that I was encouraging

my preservice teachers to teach was not the way I was teaching them. I was giving my students too much information and they were passively receiving it. I tried to remain flexible with the scheduling of discussions for this course. Some issues and controversies require more time than others, but I attempted to squeeze in too much. In doing this, I marginalized some extremely important issues, issues that deserved more introspection and consideration. I did not give enough time to reflect. I forgot about the value of differences and lost my faith and trust in the human intellect pursuing its true purpose. I was not patient and did not allow time for mutual respect to develop through dialogue. I forgot that we all share a similar mission – to reach all children.

I believe that I was trying too hard. In a way I feel that I imposed too much structure and in doing so lost some of that placing students in "an environment to face conflicting values" so that they could figure it out for themselves. Finally, I realized this and came back to the seminar model. I developed an extensive reading list and assigned these readings to stimulate discussion. I still feel that I have a long way to go before I have mastered the art of cultivating a "love of truth and understanding."

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¡MUCHAS GRACIAS!

By Deborah Romero

It is with confounded feelings that I write these words to reflect on my departure from the Multicultural and Diversity Committee, and from the College of Education. Feelings of sadness, in light of the brevity and recollections of moments shared, yet feelings of contentment from time well spent in a rich and stimulating environment. I would like to take this opportunity to express my gratitude to all those I have encountered and served with on the Multicultural and Diversity Committee. It has been an exciting and stimulating journey; one that has allowed me to experience and engage in first hand, just some of the many challenges and successes that constitute our local and global cultural diversity.

From the very first meetings last year, when I began to learn more about the committee's mission and their intense efforts to promote and maintain educational equity for all members, across all levels of the educational process, to our most recent teacher panel on diversity in the classroom, I came to appreciate the committee as a dynamic and proactive agent of change. For me, and I hope for others too, each of these experiences with the MCD committee forms part of an ongoing discussion, a multiparty dialogue that foregrounds diversity not as a "problem to be dealt with" but rather as "the fabric of our lives". By critically acknowledging our diversity and promoting avenues for constructive and equitable engagement in all realms of education, we can come to better understand, not only ourselves and our place in a pluralistic world, but moreover, we can promote and aspire toward a deeper and interdependent understanding of those with whom we share our everyday lives. Serving on this committee has allowed me to participate in this dialogue, to share my voice and more significantly still, to listen to the voices of others. I am confident that this dialogue will

continue, and although individuals come and go, our multicultural and diverse society prevails. Therefore, I extend an invitation for others to participate in this collaborative committee and to continue the valuable endeavors toward raising awareness and social equality.

While leaving is difficult, I feel fortunate that the transition is alleviated by that which I take with me: new knowledge and ways of seeing the world, as well as new friendships and shared experiences. To close, I wish to give special thanks to Dr. Le Ann Putney for taking the initiative and having the wisdom to make this committee, its goals and concerns first visible to me. In addition, I would like to thank Dr. Porter Troutman for his leadership, coupled with his genuine and most sincere commitment to all things diverse. Thanks also to Dr. Nancy Gallavan whose ways and words seemed to permeate so much of what the committee is about. Finally, I wish to thank all those colleagues, faculty, students and staff whom I have met in varying degrees along the way, both on the Multicultural and Diversity committee and beyond, together you have shaped this albeit brief journey. For all the memories, ¡muchas gracias!

SUGGESTED MULTICULTURAL INFUSION ACTIVITIES

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

Ducks and geese commonly are seen flying in vee-shaped formations during their long migratory journeys. It is believed that the lead birds not only provide direction, they also produce vortices of rushing air that enable the following birds to gain lift and to remain aloft soaring through the skies with grace and ease. More importantly, the lead bird changes position frequently, exchanging places with all the other birds flying in the vee. No one bird remains in the lead position very long, exhausting themselves with the responsibilities of directing the other birds and sustaining lift. As members of the flock, each bird contributes equally, assuring a safe and steady flight for the entire formation.

All schools and classrooms (preK-higher education) would benefit from incorporating these same approaches. Appearing to be quite simple on the surface, these approaches support deep notions and challenging concepts related to building communities of learners based on the ideals of democratic principles, social justice, and cultural competencies. Administrators and teachers should rethink their perceived roles and assumed responsibilities to ensure that they, too, are providing direction, sustaining lift, and empowering all others equitably and authentically in various leadership capacities.

Throughout our many diverse communities of learning, each of us wants comfortable and rewarding journeys. Here are seven Vs to help guide administrators and teachers in their transformative thinking and daily practices to ensure grace and ease. The seven Vs include: vision, voice, vote, vitality, value, validation, and victory.

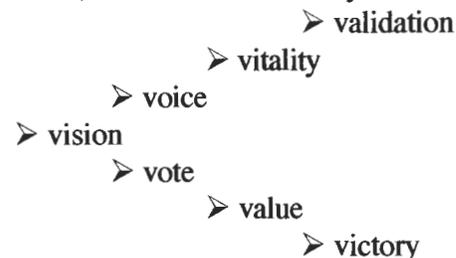


Figure 1: Seven Vs of Multicultural Education

1. Vision: the vivid imaginative conceptualization or extraordinary anticipation of how things could, should, and/or will be. In schools and classrooms, every member of the learning community must be invited and assured equitable participation in formulating the vision so it is relevant to them and their experiences, can be integrated naturally throughout the journey, and allows every member ownership of both the content and process. The vision must encompass the dynamic reflections pertinent to the learned and shared experiences respective of every individual as well as the entire community knowing there will be changes over time.
2. Voice: expression of thoughts, feelings, and actions through spoken or written words as well as physical demonstrations and active performances. Multiple opportunities to speak, listen, discuss, reflect, and interact are essential for every member of the learning community to

formulate, reformulate, and share their ideas. Not all members of the learning community will be able or interested in expressing themselves in the same ways nor with the same expectations; time and space must be allowed for advancement of conversation and exchange of ideas using various methods and modalities.

3. Vote: demonstration of opinion and/or choice by an individual and/or body of individuals related to a matter or procedure made through formal approval, agreement, or judgment. Voting requires individuals to be knowledgeable and sensitive to topics and issues that impact people and procedures both today and tomorrow.

4. Vitality: exuberant physical strength or mental vigor for the continuation of a meaningful and purposeful existence contributing to the power for living, growing, and changing. In schools and classrooms, all members of the learning community must be free to know and understand that their unique contributions to the vision through voice and vote add to the vitality or life of the community.

5. Value: relative worth, merit, or appreciation of importance related to the ideals and customs held by individuals and/or institutions with respect to self-esteem and societal expectations such as desirability, usefulness, importance, and excellence. The life of the community depends significantly upon the sense of value held by each member to participate in the learned and shared experiences and transformation and is related directly to validation.

6. Validation: continuous substantiation, confirmation, and legitimization of every member of the learning community to verify and affirm their individual and group voice, vote, and value necessary for the vitality or life of the learning community. Genuinely welcomed participation and fully accepted membership contribute significantly to the soundness and force of the community.

7. Victory: completion, accomplishment, achievement, triumph, success! The articulation and actualization of democratic principles, social justice, and cultural competency as viewed by every member of the learning community and for every member of the learning community as measured by both quantitative and qualitative criteria.

Just as the ducks and geese flying in their vee formations equally value the roles and responsibilities of both the lead bird and the following birds to propel the entire flock throughout its flight, school administrators and classroom teachers would gain from shifting their perceptions to those of facilitators who supports the entire learning community throughout their journeys. Empowering all members of the community to think, talk, and take action with voice, vote, value, and validity will support the responsibilities of providing direction, sustaining lift, and sharing leadership to ensure a safe and steady journey for everyone.

MULTICULTURAL EDUCATION TO ADDRESS BIAS AND RACISM: HATE CRIMES

By Karla V. Kingsley

In the aftermath of the tragic events of September 11, 2001, and with racial conflicts raging in the Middle East and other parts of the world, multicultural education, antiracist and anti-violence awareness are more relevant than ever. As educators, it is part of our responsibility to assist students and pre-service teachers in making sense of some of the complex and controversial topics facing schools and communities, including racism, prejudice, and social justice issues. Given the many demands classroom teachers face every day, it might seem unrealistic to expect them to embrace yet another responsibility. Yes, classrooms provide ample opportunities for fostering tolerance and multicultural awareness within the course of everyday teaching activities.

Research (Alejandro-Wright, 1985; Baratz & Baratz, 1970; Katz, 1982) shows that children as young as two years of age begin to develop discriminatory perceptions of bias and prejudice. If these perceptions remain unchallenged, they may later develop into the racism, bias, prejudice, and discriminatory behaviors that pervade schools, communities, and our society as a whole. Acts of racism, discrimination, and violence, however horrific, can present teachable moments in the classroom, especially in light of the fact that students often

feel deeply and personally concerned about these issues.

One topic of increasing concern is the notable change in attitudes toward Muslims and Arab-Americans in this country since September 11, 2001. They, along with other groups, have become targets of suspicion, racial profiling, special 'national security' legislation, and hate-crime activities on a scale not seen in the United States in several decades. Although the greatest growth in hate crimes in recent years has been against Asian-Americans and homosexuals, from September 11, 2001 to October 11, 2002, the Federal Bureau of Investigation (FBI) reported that anti-Islamic hate crime incidents rose an astonishing **1,600% (FBI, 2002). 9,726 incidents of hate and bias crime were reported to the FBI in 2001 involving 11,447 separate offenses, 12,016 victims, and 9,231 known offenders. In 2001, there were 481 anti-Islamic hate crimes reported to the FBI, an alarming increase over the 28 incidents reported in 2000. (FBI, 2002).** Of the 9,726 incidents of hate and bias reported to the FBI, 44.9 percent were of racial bias; 21.5 percent were bias based on ethnicity or nationality; 18.8 percent were bias on religious preference; and 14.3 percent were for sexual orientation. Intimidation is the most frequent kind of hate bias crime, followed by destruction of property (FBI, 2002.) These hate crimes are an ugly reminder of how fear and intolerance manifest themselves in this country, and they underscore the urgent need for our society, and our schools, to actively promote tolerance and inclusion.

Hate Crimes: Definition and Demographics

Merriam-Webster's online dictionary defines hate crime as any of various crimes (as assault or defacement of property) when motivated by hostility to the victim as a member of a group (as one based on color, creed, gender, or sexual orientation). In the online magazine *Slate*, Eve Gerber explains that the definition of a hate crime can vary from state to state. According to Gerber, twenty-one states include mental and physical disability in their hate crime laws, twenty-two states include sexual orientation, and three states and the District of Columbia impose tough penalties for crimes based on political affiliation (Gerber, 1999). According to the Southern Poverty Law Center (

SPLC, 2001), a nonprofit organization which tracks hate crimes, current legislation allows federal prosecution of a hate crime only if the crime was motivated by race, religion, national origin, or color. However, Nevada state hate crime statutes include penalties for crimes committed because of perceived or actual sexual orientation in their definition. Hate crimes differ from other crimes in that the offender is sending a message to members of a certain group that they are unwelcome. The actions, such as incitement, vandalism, assault, murder, etc., are already against the law. In simple terms, when bias motivates an unlawful act, it is considered a hate crime.

The website <http://www.tolerance.org> provides a U.S. map of various hate groups tracked by the SPLC. The figure on the back page of this Newsletter shows hate group organizations and their chapters known to be active during 2001. The list and map were compiled using hate group publications and websites, citizen and law enforcement reports, and news reports. Websites that appear to be the work of a single individual, rather than the publication of a group, were not included in these demographics.

According to the SPLC (2001), an estimated 50,000 hate crimes are reported each year in the United States. The vast majority are committed by everyday citizens – people not affiliated with extremist groups. Contrary to the notion of hate group conspiracies, most offenders act alone, in pairs, or in small groups (Siasoco, 2003). It is important to bear in mind that only a fraction of hate and bias crimes are reported to law enforcement authorities and recorded by the mainstream press.

Keeping track of the number of hate groups is difficult. The SPLC counted 676 active hate groups in the U.S. in 2001 (SPLC, 2001). In a July 7, 1999, CNN news report, the Simon Wiesenthal Center, a leading Jewish rights organization based in Los Angeles, reported that it has identified more than 2,000 hate sites on the Internet.

Hate Crime and the World Wide Web

Keeping track of hate groups and their web sites is difficult because the groups tend to be secretive. However, there is a rapidly growing web presence among racist groups, whose influence is due in part to the easy accessibility

of the Internet. According to the SPLC, the internet has undeniably contributed to alliances among these hate groups (Siasoco, 2003). Rabbi Abraham Cooper of the Wiesenthal Center explains how hate groups use the Web to recruit young disciples, providing children as young as 9 or 10 with a sense of purpose and belonging (U.S. Hate Groups, 1999). Cooper states that every extremist group has rushed to the World Wide Web to seek an infusion of young people. The World Church of the Creator, for example, uses an affiliate Web site -- <http://www.wcotc.com/> -- to "help younger members of the White Race understand our plight."

Although hate groups use the Internet to spread their messages of intolerance and bias, the World Wide Web can also be a powerful weapon for countering messages of hate. Tolerance online (<http://www.tolerance.org>) provides online self-tests that can be taken to reveal hidden biases. Websites for the *New York Times*, CNN, PBS, and organizations such as the SPLC provide excellent, up-to-date reports and resources for teaching and learning about hate groups and ways to fight hate. SPLC's intelligence reports provide comprehensive updates not only to students, educators, and the general public, but also to the media and law enforcement. SPLC, in conjunction with Auburn University Montgomery and the Federal Law Enforcement Training Center (FLETC) has even developed an online hate crime training course program that offers law enforcement officers college credit and continuing education credit, as well as FLETC recognition.

Children's Concerns About Violence

Educators can use events that are relevant to children's lives as powerful catalysts for learning and increased motivation. With the news media constantly reporting crimes against people based on race, ethnicity, sexual orientation, or disability, it is not surprising that school-aged learners are concerned about threats of violence. A study conducted from May 2001 to May 2002 by the Sesame Workshop, the nonprofit educational organization best-known as the creator of Sesame Street found that children appear to be more afraid of routine violence than war or terrorism (details available at <http://www.aboutourkids.org/articles/middle.html>). The study, entitled "A View from the

Middle: Life Through the Eyes of Children in Middle Childhood," was designed to inform the creation of media to address the developmental and educational needs of students aged six to eleven. In the third phase of the study, Arab-American children were interviewed to address the specific concerns of this ethnic group. The study revealed that Arab-American children are experiencing more "vivid and immediate" anxieties than the overall group, as well as a sense of shame about all kinds of violence in America. One positive finding was that most of the non-Arab children surveyed showed no sign of anti-Arab-American sentiment.

Other recent events that have received media attention include the racially-motivated dragging death of James Byrd in Jasper, Texas, the murder of University of Wyoming student Mathew Shepard, and closer to home, the brutal beating of a Reno physician and another man outside the Northern Nevada Muslim Community Center in Sparks, Nevada in March 2001. The violence extends to homeless victims as well. In April 2001 the *Las Vegas Review Journal* reported several instances of violence against homeless persons, while the Washington, D.C.-based National Coalition for the Homeless reported 90 of what it classifies as hate crime murders of homeless people in 1999 and 2000 (Oliver, 2001).

Multicultural education and anti-bias curriculum can aid the efforts of teachers to create anti-bias classroom environments. Now, more than ever, educators must take steps to ensure that children in schools are given the tools to develop critical thinking skills, compassion, and concern for human beings everywhere. Children need to develop a strong sense of self and to feel included, valued, and accepted in school. Multicultural education can help teachers achieve this goal by showing children how to view the world from multiple perspectives, and how to appreciate and celebrate people from diverse racial, ethnic, socioeconomic, family and personal backgrounds.

Online Resources for Parents and Teachers

- **Responding to Hate at School: A Guide for Teachers**

<http://www.tolerance.org/rthas/>

- **Lesson Plans**
Understanding the Limitations of Stereotypes (All Grades)
<http://www.peacecorps.gov/wvs/guides/looking/intro3.html>
- **Tolerance.org's Lesson Plan Archive** (includes topic index, grade index, and a comprehensive lesson archive)
<http://www.tolerance.org/teach/expand/act/activity.jsp?cid=368>
- **Anti-Defamation League's Tools for Teachers: includes lesson plans, resources, and teaching tips**
http://www.adl.org/tools_teachers/tools_main.asp
- **Elements of Effective School-Based Hate Prevention Programs**
<http://www.ed.gov/pubs/HateCrime/page3.html>
- **Preventing Youth Hate Crime: A Manual for Schools and Communities**
<http://www.ed.gov/pubs/HateCrime/start.html>
- **Talking to Your Child About Hate and Prejudice (Grades PreK-3)**
http://www.adl.org/issue_education/hate_prejudice/Prejudice7.asp
- **Responding to Hate: A Multidisciplinary Curriculum**
www.ojp.usdoj.gov/ovc/publications/infores/responding/files/appendixD.pdf
- **10 Ways to Fight Hate in Your Community**
http://www.tolerance.org/10_ways/index.html
- **101 Tools for Tolerance**
http://www.splcenter.org/cgi-bin/goframe.pl?dirname=/centerinfo&pagename=101tools_index.html
- **Teaching Tolerance Classroom Resources**
<http://www.splcenter.org/teachingtolerance/tt-index.html>
- **Resources for Teachers on Teaching Tolerance**
<http://www.tolerance.org/teach/index.jsp>
- **Planet Tolerance:** online games, books, and explorations that integrate diversity education into traditional academic subject areas. Activities for parents, teachers, teens, and kids.
<http://www.tolerance.org/pt/index.html>
- **Protecting Students from Harassment and Hate Crime: A Guide for Schools**
<http://www.ed.gov/pubs/Harassment/>
- **Hate Crime, Bias Crime, & Hate Prejudice**
<http://www.stopviolence.com/hate.htm>
- **One World Mural Project:** children can create or upload artwork or write poems or sentences celebrating tolerance and justice, adding to the world's largest online mural for promoting unity and justice.
http://www.tolerance.org/one_world/index.jsp
- **A Parent's Guide to Hate on the Internet**
http://www.adl.org/issue_education/parents_guide_hate_net.asp
- **Responding to Hate-Motivated Behaviors in Schools**
http://www.adl.org/tools_teachers/Responding1.asp
- **Creating a Positive Classroom Environment in which to Raise Diversity Issues**
http://www.adl.org/tools_teachers/tip_positive_environment.asp
- **Encountering Disabilities Exercise (Grades 7-10)**
<http://www.rialto.k12.ca.us/frisbie/coyote/lan.arts/intro.disabilities.html>
- **National Criminal Justice Reference Service – Hate Crime Resources:** training and technical assistance, including publications, facts and figures, and information on hate crime legislation
http://www.ncjrs.org/hate_crimestraining.html
- **FBI Uniform Crime Reports:** Hate crime statistics
<http://www.fbi.gov/ucr/hatecm.htm>
- **Anti-Defamation League's A World of Difference Institute:** goals are to recognize bias and the harm it inflicts on individuals and society, to explore the value of diversity and improve intergroup relations, to combat racism, anti-Semitism and all forms of prejudice and bigotry
http://www.adl.org/awod/awod_institute.asp
- **Anti-Defamation League:** lots of information on hate crime, bias, extremism, civil rights, international affairs, hate crime laws, even hate rock online
<http://www.adl.org/adl.asp>

- **Stop Hate** – part of the Anti-Defamation League's extensive website. Information on Internet hate, skinheads, Ku Klux Klan, homophobia, and more
<http://www.adl.org/hate-patrol/main.asp>
- **Stop the Hate Website:** stop the hate training program, Hate Crime 101, forums against hate, how to register hate crimes, preventing hate crime on college campuses
<http://www.stop hate.org>
- **Discussing Hate and Violence with your children**
http://www.adl.org/issue_education/Hate_and_violence.asp
- **School Responses to Online Bullying**
<http://www.kysafeschools.org/pdfs&docs/onlinebullying.pdf>
- **ADL's lessons and Activities to Fight Hate:**
http://www.adl.org/education/default_lessons.asp

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WHY TEACH PRESCHOOL STUDENTS WITH DEVELOPMENTAL DELAYS IN THEIR NATIVE LANGUAGE?

By Cathi Draper Rodriguez

Many school districts across the nation are offering special education services to early childhood populations in their native language. Clark County School District (CCSD) is currently operating 18.5 bilingual early childhood special education classrooms. These classrooms serve preschool students, ages three to five, who are diagnosed with a developmental delay. These children also speak a primary language other than English.

When these children come to be assessed for early childhood special education (ECSE) services, the parents are asked the child's primary language. If the primary language is a language other than English, every attempt is made to have the child evaluated in that language. After the assessment is completed, the team members (including the parents) come together and make a placement decision. It is during this meeting that language of instruction is chosen. It is a team decision.

In order to be diagnosed with developmental delay, the child must be delayed in two areas (e.g. language and cognitive skills) or significantly delayed in one area. The areas assessed are social skills, language, fine and gross motor skills, cognitive skills, and self-help skills. IDEA '97 (PL 105-17) states that children from age three to five who meet these

requirements must be provided services by the local school district. There has been an increase in the number of students that meet the eligibility of developmental delay but also speak a primary language other than English. In the Southwest region of the US, Spanish is the most common language other than English.

Why is it important to provide services to these children in their native language?

A child who is eligible for ECSE and whose primary language is something other than English, faces two challenges in public education settings. They often find themselves behind their peers developmentally and they do not have the knowledge of English they need to be successful in school. Research has shown that for a child with these needs to succeed, they must be provided support in their native language. Cummins (1981) states that the level that a person is able to learn a second language is directly related to the ability level they show in their first language. If a child were delayed in their first language, to put them into an instructional situation in a second language would be a disaster because they would not have the skills that are needed in their native language to be able to transfer the skills to a second language.

Further, research shows that children need to be successful in their first language in order to be successful in their second language. This is especially true if second language skills are also needed to be successful in school. The ease with which students have academic achievement in a second language is directly related to the strength of their native language achievement (Krashen, 1988). Collier (1989) found that students who had been taught in their native language became more proficient in English and proficient much faster in English than students with no schooling in their first language.

Therefore in order to ensure future school success for these students they need to be provided support in their native language. This information is the basis for native language support in the school setting. Research indicates that native language support at the beginning of a child's school career or native language support to help a child who is delayed has helped the child "catch up" in both the native language as well as the second language.

Paul and Jarvis (1992) compared the academic success of limited English Proficient (LEP) students in the preschool setting. They found the LEP students in the bilingual classrooms gained more academically when compared to the LEP students who were in monolingual classrooms as measured by the Chicago EARLY assessment. This study suggests that native language instruction provides more educational value for the students in both their native language and English.

Schmitt (1994) conducted a longitudinal study of a bilingual early childhood program with 40 LEP students placed in a bilingual preschool. The control group consisted of LEP preschool children, who were in an English-only program. At the end of the first year, all of the students scored significantly higher on the assessment measures (which were done in English). Follow up of the students occurred for two years. The students who were in the bilingual preschool scored higher on their achievement test than did the control group. The data indicate that the effects of the bilingual preschool can be long lasting for both the native language and the second language.

It is important to remember that when all the labels are removed children are simply children. It is unrealistic to expect that a child will learn in a language that they do not know. The role of the educator is to facilitate the support needed to ensure that learning takes place in the future.

Following are five strategies that early childhood teachers, early childhood special educators, and Elementary teachers can do to support the learning needs of LEP student:

- Even if the educator does not speak the native language, provide stimulation in that language (e.g. taped stories or songs).
- Many websites provide worksheets in English and Spanish. In the case of math, even if the instructions are in Spanish the child will still be practicing the required skills. In the area of language arts, reading comprehension and phonics can be practiced in Spanish and the skills will transfer to English.
- Use gestures as much as possible when describing or explaining things to students.

- Use manipulatives when feasible. When you can incorporate many senses, the child has a better chance of understanding the information.
- Allow the child placement in the classroom where they can be close to you (for ease of reading non-verbal cues) and if possible close to other students who speak the primary language.

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PREPARING TEACHERS FOR CHILDREN WITH DIVERSE BACKGROUNDS

By Yaoying Xu, Jeffrey Gelfer, and John Filler

Like many other rural states, the state of Nevada has experienced critical teacher

shortages in the area of early childhood education. The shortage of high quality early childhood educators in Nevada is accompanied by a shortage of accredited early childhood centers. According to a report by Holcomb, Cartwright, Dreisbach, and Hutter (1998), in Nevada only nine child care centers have been accredited by the National Association for the Education of Young Children (NAEYC). Three family child care providers have met the standards set by the National Association for Family Child Care (NAFCC). Yet there are over 390 early childhood care centers in greater Las Vegas area alone. These factors have provided an impetus for the creation of an alternative undergraduate teacher education program in early childhood education at the University of Nevada, Las Vegas, in collaboration with the Community College of Southern Nevada, and the Economic Opportunity Board (EOB) of Clark County.

Rationale and Philosophy for a Unified Inclusive Approach

As the new millennium begins early childhood educators face the challenge of creating quality educational programs for young children from an increasingly diverse mix of racial and cultural backgrounds. Programs that, in the past, have largely ignored the diversity of their participants must now re-examine approaches that emphasize the universality of linear lists of developmental milestones and replace them with practices that reflect pluralism in approach to both content and method. The realities of a multi-racial, multi-ethnic, and multi-ability student population demand a unique and nontraditional approach characterized by an individualization sensitive to group identity. On one hand, the teacher must pay individual attention to content and strategy. On the other hand, they need to support each student's membership in a class loosely defined by common values, methods of adornment, and views regarding the role of the family in the formal educational process. The task is no more apparent than in the inclusion of students with disabilities. As a group, these youngsters not only reflect the racial and ethnic diversities of their typically developing peers but may also present an additional aspect of individuality; different, and at times frustrating, learning and/or behavioral problems.

Several writers have proposed dramatic changes in the way we prepare our teachers to meet the challenges of a growing pluralism that includes students with significant disabilities. One of the suggestions is to implement unified pre-service programs of study for regular and special education teachers (Stainback & Stainback, 1989; Pugach, 1992). This "one program for all" approach is touted as having a number of positive attributes. Increased curricular integrity, enhanced flexibility and more efficient utilization of faculty resources are a few often-mentioned positive features.

Inclusive education has been emphasized in many early childhood educational settings because of the ethical importance, the practical value, and the demand by the Law. However, the actual effectiveness of its implementation is far from satisfactory. It has been taking teacher preparation personnel great efforts to prepare teachers to design and implement appropriate educational programs to serve children with special needs in the general education classroom. Not until recently have some teacher education programs in early childhood education started including unified programs for teaching young children in an inclusive setting (Heston, Raschke, Kilewer, Fitzgerald, and Edmiaston, 1998). These unified teacher preparation programs have been developed differently from traditional teacher education programs in that a single program prepares both special education and general education teachers to work with children in inclusive general education classrooms.

However, as Heller (1992) has found there is considerable resistance to the merger of regular and special education pre-service programs among department chairs, deans and faculty alike. If an integrated program for pre-service teachers means the creation of a single all encompassing administrative unit to manage that program then there is a fear that one aspect of the program may suffer at the expense of some other aspects of the program. As Heller (1992) points out the merger of special and regular education departments may actually inhibit the ability of each program to achieve its objectives. Such fears may account for the popularity of separate general and special education programs, an accompanying reliance upon "infusion" as the strategy for assuring

that general education teachers are conversant with methods and content relevant to the student with disabilities and separate certifications that often fail to recognize the diversity in the classroom (e.g., Special Education Resource K-12 versus Elementary or Secondary general education).

Another challenge in implementing a unified program is to have available practicum sites in a variety of service delivery settings. For traditional undergraduate students majoring in education, it is critical to get pre-service experiences in multiple sites that include young children with diverse needs and abilities. Unfortunately, many undergraduate students don't have such first-hand experiences working with young children in inclusive settings until they reach the point of student teaching.

And yet even among those who advocate continued organizational separation, there appears to be widespread acceptance of the notion that curricular-focused collaborations are likely to yield considerable benefits for our students. This is true in part because general education teachers often believe that they do not possess the skills needed to adapt the methods and content of general education to the needs of students with disabilities. However, unless there is a philosophical commitment to the relevance of the general education experience for all students and an accompanying recognition of the value of collaborative teaming it is not likely that strategies for adaptation and accommodation will either be accepted nor yield positive results.

Nevertheless, inclusion is a legally mandated necessity rather than an option. It is essential that teacher preparation personnel include not only the concepts and theories of inclusion in teacher preparation programs, but also the inclusive fieldwork and student teaching experience that is critical for all early child education teachers.

Different from post-baccalaureate alternative teacher certification programs, this program is an undergraduate Early Childhood Studies/Education Program funded by a governmental grant. Candidates enrolled in the programs are from the pool of early childhood education personnel who are currently working in a preschool or childcare center.

The primary goal of this alternative Early Childhood Studies/Education Program with a degree of Bachelor of Science in education is to provide comprehensive contemporary program of teacher preparation and education for inclusive early childhood settings (e.g., day care, preschools, hospitals, intervention programs). The goal is accomplished through objectives that provide students with opportunities in reflective thinking for personal and professional growth.

Program Features

In this Early Childhood Studies /Education program, students gain knowledge and skills for a variety of careers in educational and intervention programs for young children (birth- 8 years of age). The Early Childhood Studies/Education program is designed to prepare students for working in inclusive classrooms, home-based programs, community education programs, and early intervention programs. As such several unique emphases not always present in ECE teacher preparation programs are stressed.

Activity-Based Programming and an Emphasis upon Functional Skills

Because of the emphasis upon success with diverse populations of young learners, a rather unique focus is placed upon two important instructional concepts, activity-based instruction and functional skills. Students learn about childhood development as it applies to both typically and atypically developing children. Skills in preparing developmentally and individually appropriate programs must be relevant to children with the full range of abilities including those with severe multiple disabilities as well as for children with and without disabilities to meet the needs of children as a whole and as individuals.

The curriculum for young children that the undergraduate ECE student is most often exposed to is one that emphasizes the importance of content that matches developmental level (Bredekamp, 1997). However, in the real world of diversity the challenge is to adapt such a curriculum to fit the developmental level, learning style, sensory-motor abilities and/or behavioral characteristics of the child with disabilities. Our students are taught to place a premium upon, first, identifying functional chronological age appropriate skills and, secondly, to structure an environment that

allows for them to be addressed in the context of meaningful activities. In the ECSE coursework our students examine the process of adaptation that emphasizes that curriculum (content) is acquired by young learners as a by product of the actions and interactions they engage in. Planned and unplanned child-initiated activities provide the context for these actions and interactions.

Collaborative Teaming

Our students also develop skills in working collaboratively with professionals from other disciplines and with families of young children. Students who select to work for public school licensure for pre-2nd grade will have one practicum working with infants and toddlers, one practicum working with kindergartners or preschoolers, and courses with practicum components. The courses with practicum components will give them opportunity to develop skills presented in classes and student teaching in an inclusive classroom (first or second grade) with typically developing children and children with special needs.

Students who select to work in the private sector will have one practicum working with infants and toddlers, one practicum supervising early childhood staff members in a preschool or child care center, and one teaching internship working in a preschool. They will also have courses with practicum components that give them opportunity to develop skills presented in classes.

Portfolio Assessment

Portfolios must be developed by each participant to self assess growth and development while progressing through the program. These portfolios contain artifacts from courses and field experiences that are used by faculty and participants to help strengthen organization, index progress and performance relative to program standards, and facilitate synthesis of skills learned. In addition, several classes have been designated as "benchmarks" because they represent the attainment of milestones of progress through the program. Knowledge, skills, dispositions, and student application outcomes are identified as Critical Course Learnings (CCLs) in each of these courses. Successful mastery of these CCLs is viewed as one essential indicator of progress in the program.

Benefits

In addition to a means to meet the teacher shortage in this field, this alternative teacher education program has some advantages over other teacher certification programs or traditional teacher training programs. First, most of these people have already gained extensive classroom experiences by working directly with children and their parents. Their retention rate in this profession is assumed to be higher than that of traditional teacher education candidates and candidates from other alternative certification programs who are lacking of such experiences. Second, because of their experiences in the field contributing to a better understanding of young children and their families, they generally have a higher motivation in learning and getting the degree. Third, they have been working with children with or without disabilities in an inclusive education setting and thus they have a better understanding about a unified curriculum of inclusive education (Gelfer, Filler, & Perkins, 1999).

This program is also beneficial for students in both the course content and the class format. Since most of the students have been working with young children as teacher assistants or administrators, they are more actively involved in content presentation and its application. Further, the cohort format of the class offered them a better opportunity to participate in and out of class discussion, share their own teaching experiences with one another, and motivate one another in a very positive way. As future ECE/ECSE teachers, they are better prepared for the collaborative team working required by this profession.

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DISABILITY RIGHTS CHALLENGED IN RENEWAL OF IDEA

By Lori Navarrete

"Today, we will consider H.R. 1350, the Improving Education Results for Children with Disabilities Act (IDEA), which will reauthorize federal support for special education programs in our nation's schools..." These words by Chairman John A. Boehner, Committee on Education and Workforce" began the opening address for the introduction of the reauthorization of IDEA on April 9, 2003. The reauthorization, better known as *Improving Results for Children with Disabilities Act of 2003*, went to the House for approval on April 29, 2003. Fourteen amendments were considered. The bill passed with 251 members voting "yes" and 171 members voting "no."

The proposed amendments have created opposition by several disability advocacy

groups, including parent, social worker, and child welfare organizations. Below is a review of the principles that guided the renewed IDEA amendments followed by a summary of shared criticisms.

Guiding Principles of the Proposed IDEA Reauthorization

Stronger Accountability for Results

Under No Child Left Behind (NCLB), States are responsible for implementing a single accountability system for all students based on strong academic standards for what every child should know and learn, including children with disabilities. This principle aims to incorporate the NCLB principles of assessment for children receiving special education and align them with NCLB accordingly to enhance state efforts to improve student achievement.

Simplify Paperwork for States and Communities and Increase Flexibility for All

According to this principle, IDEA should be simplified and unnecessary paperwork eliminated by focusing on results. This will increase the time spent by teachers on teaching and minimize time currently spent on procedural and non-instructional tasks while still preserving the fundamental rights of students with disabilities. States should be allowed to submit plans to the Department to streamline and simplify paperwork while demonstrating compliance. In addition, states and localities should have more flexibility to use federal special education money to provide direct services for students with disabilities.

Under this principle, meaningful involvement for parents of students with disabilities would also include earlier and easier access to alternative dispute resolution. IDEA would expand and improve upon existing dispute resolution processes through a variety of strategies including improved mediation practices; allowing mediation to be requested at any time during the dispute resolution process; and permitting the use of voluntary binding arbitration for both parents and districts. The law should also simplify the complexities of IDEA's discipline requirements. Changes would improve school safety while preserving protections for students with disabilities.

Research-based Practices

IDEA should target federal education dollars to implement research-based practices

that have been proven to help students with disabilities learn. Half of the more than 6 million children currently served under IDEA have learning disabilities and about 90 percent of them exhibit reading difficulties as their primary demonstration of their specific learning disability. IDEA should ensure the revision of outdated regulations that result in the misidentification of students as having disabilities because they did not receive appropriate instruction (in areas such as reading) in their early years. This will help schools focus on identification practices that promote earlier intervention, dramatically reducing the misidentification of students with learning disabilities.

Criticisms of the Proposed IDEA Reauthorization

Several groups have banded together to educate their constituents about the proposed reauthorization of IDEA. Below is a sampling of criticisms and oppositional statements by a few of the respective groups opposing the law.

Lowering of Standards for Related Services Personnel

H.R. 1350 increases professional development and training of general and special education teachers. However, it removes the current requirements that related services personnel standards be based on the highest requirements in the state applicable to a specific profession or discipline. This means that states will be able to lower the standards they use when hiring school social workers. Currently, states can look to the federal government for guidance when drafting their standards. Under the proposed bill, though, they could claim that the federal government does not force them to adhere to these standards. (Inclusion Research Institute, in coalition with The Consortium for Citizens with Disabilities Education Task Force, National Association of Social Workers)

Discipline-Removal of Functional Behavioral Assessments and Plans

The proposed bill will allow school districts to use one disciplinary policy for all students, regardless of disabilities, which may include removing a student from the school. Although the bill does not allow for cessation of services—requiring instead that a student be moved to an Interim Alternative Education Placement (IAEP), the bill does *not* require a

manifestation determination, functional behavioral assessment (FBA), or behavior intervention plan (BIP) when a student is removed from school. (Inclusion Research Institute, in coalition with The Consortium for Citizens with Disabilities Education Task Force National Association of Social Workers, National Association of School Psychologists)

Three-Year IEP Option

In its current form, H.R. 1350 will allow schools to offer three-year IEPs if the parent and school agree it is appropriate. While there appear to be benefits to this concept, some groups support a pilot program that would allow further study of it. Yet, other groups argue three-year IEPs and the elimination of short-term objectives and benchmarks gut the civil rights protections of IDEA and remove school accountability for educating children with disabilities. (National Council on Independent Living, National Association of Social Workers)

Funding

H.R. 1350 does not contain full funding for IDEA and thus does nothing to ensure that additional resources will accompany these major changes to the law. The bill diverts funds away from direct services to children with disabilities and allows money to be used for a new prereferral program, to supplant local education funds, to provide "supplemental services," and to be used for purposes other than the provision of services. (National Association of School Psychologists, International Dyslexia Association)

The legislation deals with many complex issues that will have a major impact on the lives of millions of children with disabilities, their parents, teachers, and school administrators. H.R. 1350 will be introduced in the Senate in Summer, 2003. We will soon find out how this current legislation will change the way in which we educate individuals with disabilities in the 21st century.

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NCATE VISIT

By Porter Lee Troutman, Jr.,

Introduction

The College of Education Multicultural & Diversity Committee met with the NCATE Board of Examiners' diversity team for at least an hour. The dialogue was dynamic and focused on the Standard 4. The NCATE diversity team was highly impressed with the diversity initiatives within our college.

Cultural diversity has emerged as a realistic priority issue for our teacher education students and for Clark County School District (CCSD). Compelling indicators of the need for more diverse experiences was evident in the following local events and demographics:

- The university adoption of cultural diversity core requirement for all undergraduate students.
- A recent 1st year teacher panel presentation to our college of education faculty indicated that teacher education graduates were not adequately prepared to teach in diverse contexts.
- The CCSD new licensed employee appraisal report now incorporates diversity in Planning and Assessment of Student Achievement and Professional Responsibilities.
- Of the 233,000 students attending CCSD schools, over 53% are ethnically diverse.

- 40,000 students who are identified as English Language Learners attend CCSD Schools.

The COE Multicultural and Diversity committee will continue to address the challenges emphasized NCATE and will work collaboratively to improve our preparation of teachers for changing educational context through the following proposed recommendations and strategies during the forthcoming academic year:

TEACHING

1. Assist in redesigning all field experiences to include a diversity component to provide students with diverse experiences in working with student and families from diverse backgrounds.
2. Consult with departments to include diversity issues in course syllabi and content.

RESEARCH

1. Identify and create a database of research findings and applications to improve the achievement of diverse students.
2. Assess programs and practices for multicultural and diversity effectiveness.
3. Advocate increased support for research, service, and teaching in local, national, and international culturally diverse contexts.

SERVICE

1. Recruit and retain diverse students, faculty, and staff to build an inclusive COE.
2. Plan and implement multicultural conferences/workshops collaboratively with CCSD and other agencies for COE and CCSD professional development to help close the CCSD diverse student achievement gaps .
3. Design and implement service-learning projects, related to issues of diversity, for all undergraduate and graduates students.
4. Disseminate "best practices and research" information related to multicultural education and diversity via MCE newsletters and websites.

As we prepare for the forthcoming academic year, please assist us in promoting the quality and value needed to become a premier metropolitan research university by continuing to embrace **NCATE Standard 4: Diversity, and the COE Multicultural and Diversity Mission Statement and Related Goals.**

NCATE Standard 4: Diversity

The unit designs, implements, and evaluates curriculum and experiences for candidates to acquire and apply the knowledge, skills and dispositions necessary to help all students learn. These experiences include working with diverse higher education and school faculty, diverse candidates, and diverse students in P-12 schools

Standard 4 Broad Categories

1. Design, implementation and evaluation of curriculum experiences;
2. Experiences working with diverse faculty;
3. Experiences working with diverse candidates;
4. Experiences working with diverse students in P-12 schools

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.

COE Goals Related to Multicultural Education

TEACHING

1. Develop and identify curricula and field experiences to help teacher education students understand the importance of diversity in teaching and learning and construct a frame of

reference and inquiry to combat all forms of discrimination in schools and our society.

2. Assist students to develop and teach lessons that incorporate diversity and develop a classroom and school climate that values diversity.

3. Provide for, and create opportunities for reflection on, diverse fieldwork and school experiences involving faculty and students who represents diverse ethnic, racial, gender, language, exceptionality and religious groups.

4. Develop an awareness of self, and different teaching and learning styles that are shaped by culture.

RESEARCH

1. Explore and conduct research on practices that will close the achievement gap of diverse students.

2. Promote research related to multicultural education instruction and school, university and state policy.

3. Generate new knowledge through systematic inquiry in areas of multicultural education and explore an interdisciplinary approach to research with ethnic groups such as women's studies, international student services, and minority services.

4. Encourage all researchers to consider the influence of culture on the design, data collection, analysis, reporting, and probable impact of their research.

SERVICE

1. Develop programs to meet the professional development needs of the COE faculty and staff as they relate to culture, class, ethnicity, gender, exceptionality, religion, language, age and other issues.

2. Design and implement retention and recruitment programs to attract student's faculty and administrators from diverse populations for all programs offered in the College of Education.

3. To collaborate with the Clark County School District in meeting the needs in diversity education.

4. To assist faculty with the infusion of diversity issues into the COE curriculum at all levels.

HAVE A DIVERSE SUMMER!

JUST THE FACTS II*

By Kyle Higgins

Nevada is a rapidly changing State. And, nowhere is this change more apparent than in Clark County. Over the last year the overall population of the State and Clark County is up; there are more children in the State; there are more children/youth of color in the State; there were more babies born; and there were more families living in poverty.

Many families in Nevada live without basic supports that we assume all families have. For example, from 1998 to 2000, in Nevada, 21% of the children under the age of 18 were uninsured (not covered by private or government health insurance). In 2001, this jumped to 27%. In Clark County, 22.8% of the children under the age of 18 live without health insurance. This compares to the National average of 11.6% of all children. We know that children without a regular source of health care are more likely to do poorly in school, have chronic illnesses, and have uneven growth patterns. Not having health insurance as a child can have lifelong implications.

The media and the public often assume that public health or Medicaid take care of the uninsured. However, in a 2001 study of the State's dentists, the Nevada Legislature found that only 23% of the dentists accepted Medicaid or Nevada Check Up (Nevada's two public-health programs). Because dentist participation in these programs is so low, and the dentists indicate that they are not likely to begin to participate in these programs, Nevada's children/families do not have access to proper dental care. The dentists indicated that their lack of participation in the public-health programs was due to the low fees they received for treating people with no insurance.

These data are compounded by what is occurring nationally in terms of health care for the children/youth of the United States. In his first year in office, President George Bush has:

- Cut \$35 million in funding for advanced pediatric training for doctors.
- Delayed rules that would reduce "acceptable" levels of arsenic in drinking water.

- Reduced by **86 percent** the Community Access Program, that coordinated care for people without health insurance among public hospitals, clinics, and other health care providers---virtually guaranteeing that children and their families without health insurance will go without appropriate health care.
- Threatened to shut down the White House AIDS office.
- Cut \$15.7 million from programs dealing with child abuse and neglect.
- The list continues to grow.

The United States is the only highly industrialized democracy in the world, besides South Africa, that does not have universal health care for all of its citizens. Forty one million two hundred thousand (and growing) Americans have no health care coverage. Next time you go to the doctor, or take your child to the doctor, reflect on the number of children and families living in Nevada who do not have that privilege....consider the impact that will have overtime on us as a nation.

2000 Nevada Demographics

State Population	2,034,050
Clark County	1,405,099 (69.1% of Nevada's populations)
Washoe County	341,935 (16.8% of Nevada's population)
Rest of the State	287,016 (14.1% of Nevada's population)

Adult (20 & older)	1,462,520 (71.9% of Nevada's population)
Child (19 & under)	571,530 (28.1% of Nevada's population)

2000 Nevada Demographics of Children and Projected 2005

Age Groups (Percent Change)	2000	2005
0-4 years old (12.3%)	148,447	166,652
5-14 years old (1.5%)	293,667	297,928
15-19 years old (17.6%)	129,416	152,156
Total (7.9%)	571,529	616,735

2000 Nevada Race/Ethnicity of Children /Youth

Racial/Ethnic Group	<18 years old	<20 years old
White,	280,913 (53.9%)	308,779 (54.1%)
Non-Hispanic African American	41,576 (8%)	45,365 (7.9%)
Hispanic	48,945 (28.6%)	162,984 (28.5%)
Asian & Pacific Islander	20,877 (4%)	23,436 (4.1%)
Native American	6,139 (1.2%)	6,752 (1.2%)
Other	1,142 (0.2%)	1,216 (0.2%)
<u>Biracial</u>	<u>21,259</u> <u>(4.1%)</u>	<u>22,998</u> <u>(4.0%)</u>
TOTAL	520,951	571,530

2000 Nevada Household by Type

Category	Number	Percent
Family households	498,333	66.3%
•With own children under 18 years	238,846	31.8%
Married-couple	373,201	49.7%
•With own children under 18 years	166,072	22.1%
Female householder, no husband present	83,482	11.1%
•With own children under 18 years	50,675	6.7%
Non family households	252,832	33.7%
Households with individuals under 18 years	264,800	35.3%
Households with individuals 65 years & older	159,831	21.3%
Total	751,165	100%

Average Household Size 2.62
Average Family Size 3.14

1998-2000 Nevada Percent of Low-Birthweight Babies = 7.5% (National Average is 7.6%)

Out of the total of 87,235 babies born during this period, 6,507 weighed less than 5.5 pounds.

Among the 17 counties in Nevada, the percent of low birth weight babies ranged from a low of 0% in Eureka County to a high of 12.8 in Mineral County. Clark County had a percentage of 7.5%.

1998-2000 Nevada's Teen Birth Rate = 35.7 per 1,000 females, ages 15 to 17.

Ethnic Group Teen Births

Hispanic Americans	48.7%
Whites	32.7%
African Americans	12.6%
Asian/Pacific	
Islanders	2.8%
Native Americans	2.0%
Other	1.2%

The teen birth rate ranged from a low of 0 births per 1,000 teens, ages 15 to 17, in Eureka County, to a high of 38.7 in Clark County.

The National teen birth rate was 27.5, which is a 4% decline from 1999.

2000 Nevada Inadequate Prenatal Care

Number of women with delayed prenatal care = 5,938

Percent of women with delayed prenatal care = 20.7%

Number of women with no prenatal care = 1,410

Percent of women with no prenatal care = 4.9%

Number of women for whom no data are available = 1,501

Percent of women for whom no data are available = 5%

Total number of live births in Nevada = 30,130

Approximately 26% of Nevada mothers in 2000 had delayed or no prenatal care. The average number of prenatal visits for Nevada mothers was 11. The American College of Obstetricians & Gynecologists recommends that women receive at least 13 prenatal visits during a full-term, low-risk pregnancy.

Of the racial-ethnic groups, whites were the most likely to have received prenatal care in the first trimester (84.3%), followed by Asians (79.2%), African Americans (65.2%), Native Americans (63.2%), and Hispanic Americans (60.2%).

Immunization Rates of 2-year-olds in Nevada

74.7% of Nevada's two-year-olds are fully immunized (62.3% in Clark County). This compares to a national figure of 77.6%. The range of immunization in Nevada was a high of 88.6% in Pershing County to a low of 39.1% in Carson City.

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 2001, the U.S. poverty threshold for a family of four was \$17,463. The poverty rate for the U.S. in 2000 was 11.9% for all persons and 16.2% for children under the age of 18.

Nevada's poverty rate for all ages = 10% (15.6% in Clark County)

Nevada's poverty rate for children under the age of 18 = 15% or 73,130 children/youth (16.4% in Clark County)

Of all age groups, children are the most likely to live in poverty. Next time you think about welfare reform, see the face of a child.

1999-2000 Nevada School Enrollment

Total students 325,610 [percentage growth over previous year 4.7%].

The majority of the students in public schools were white (58.8%), followed by Hispanic Americans (23.9%), African Americans (10.1%), Asian/Pacific Islander (5.4%), and Native American (1.8%).

The Clark County School District (33%) had the highest transiency rate, Eureka (10%) and Lincoln (10%) had the lowest.

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.

1999-2000 High School Dropout Rate in Nevada

Approximately, 6.1% of students in grades 9-12 in Nevada from school year 1999-2000 were high school dropouts (this ranged from a low of 0% in Eureka County to a high of 15.8% in White Pine County). In Clark County, the percentage was 6.9%.

1998-2000 Infant Mortality

The infant mortality rate in Nevada was 6.7%. Of the 87,235 babies born during this period, 582 babies died before they reached their first birthday. The 1998 rate for the nation was 7.2%. The three leading causes of infant death in 1999 were (a) congenital malformations, (b) low birth weight, and (c) sudden infant death syndrome.

1998-2000 Causes of Child Death (Ages 1-14) in Nevada

Clark County

Accidents = 76

Homicide = 9

Suicide = 6

Other = 104

TOTAL = 191

Washoe County

Accidents = 18

Homicide = 3

Suicide = 3

Other = 23

TOTAL = 47

Rest of State

Accidents = 25

Homicide = 5

Suicide = 2

Other = 11

TOTAL = 43

The child death rate ranged from a low of 0 in Esmeralda, Eureka, and Mineral counties to a high of 41 in Pershing County.

1998-2000 Teen Violent Deaths in Nevada

The teen violent death rate is the number of deaths from suicide, homicide, and accidents per 100,000 teens, ages 15 to 19. During this period 238 teen deaths in the State were classified in this category for a rate of 64.5 (63.5 in Clark County) deaths per 100,000 teens. The national rate was 86 per 100,000.

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

Total = 12,797 (7,650 Clark County)

Substantiated = 3,441 (2,463 Clark County)

Unsubstantiated = 8,736 (4,985 Clark County)

Unknown = 620 (202 Clark County)

The three most frequently documented types of child maltreatment were physical neglect (15.2%), lack of supervision (17.3%), and minor physical injury (14.3%).

2000 Children and Domestic Violence

In 2000, the number of domestic violence cases with children present was 7,890 (38%) of the 20,648 reported cases of domestic violence. This number was up from 1999 (6,867). These data under represent the number of incidents of domestic violence in which a child was present because (a) police reports may not be fully completed in all cases, and (b) not all cases of domestic violence are reported.

In 2000, the 15 domestic-violence agencies provided services to 10,809 Nevada children; of these 1,819 children spent time living in domestic-violence shelters.

1998-2000 Nevada Juvenile Violent Crime Arrest Rate (ages 10-17)

Total state juvenile violent crime arrest rate = 273.8 arrests per 100,000 youth ages 10 to 17 for a total of 1,716 juvenile violent crime arrests.

Clark County juvenile violent crime arrest rate = 306.6 juvenile violent crime arrests

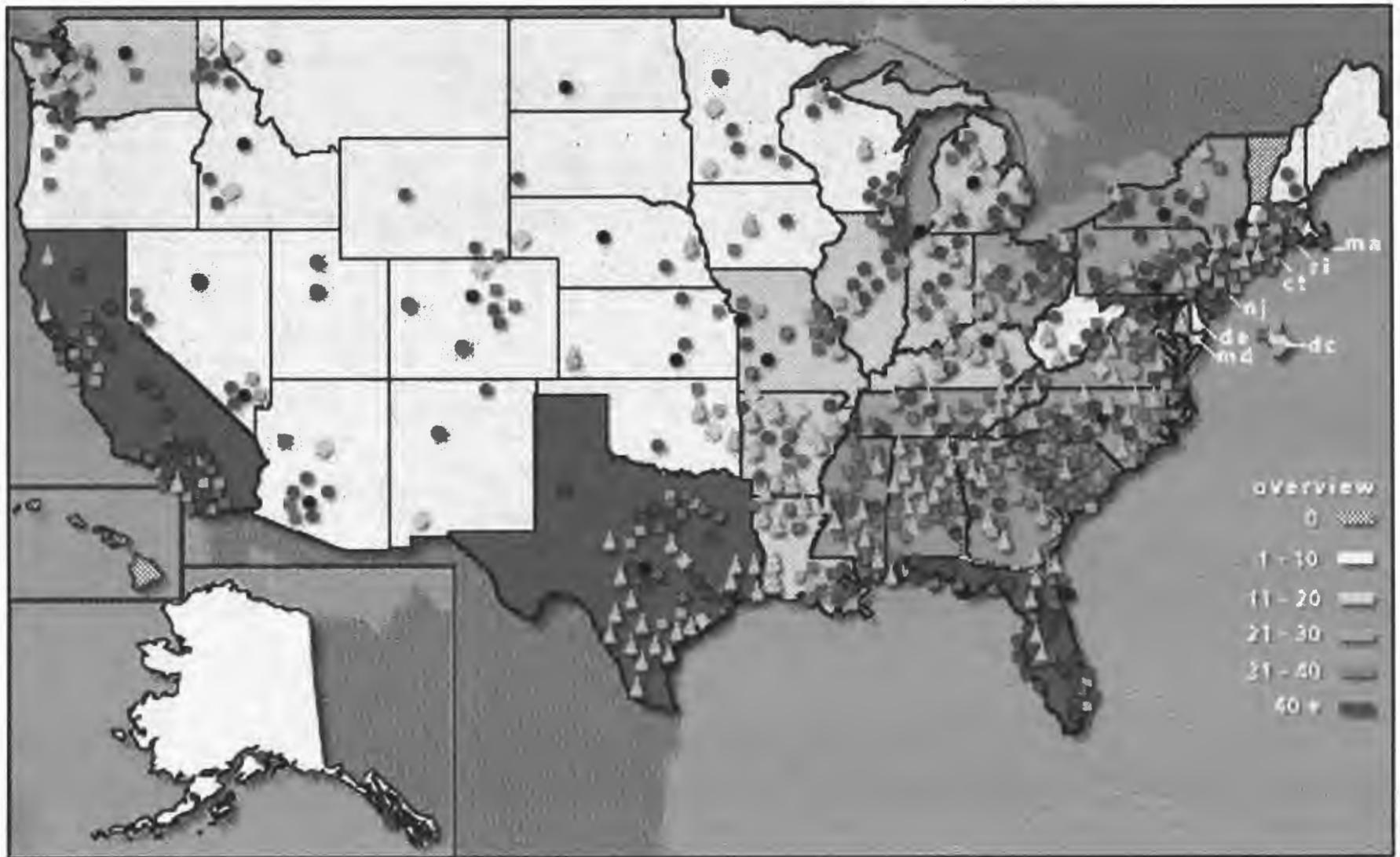
In 2000, 85.1% of all state-wide juvenile arrests were male.

Carson City (462.3) and Clark County (306.6) had the highest arrest rate while Esmeralda, Eureka, and Lincoln counties reported no juvenile crime arrests.

In Nevada, juvenile violent crime includes murder, non negligent manslaughter, rape, robbery, and aggravated assault.

In 2000, the total number of juvenile arrests made for all types of offenses was 25,730.

*All data reported come from the U.S. Census Bureau, 2000 or the 2002 *Nevada Kids Count Data Book* prepared by the UNLV Center for Business and Economic Research.



HATE GROUP DEFINITIONS

● Klan ● Neo-Nazi ● Racist Skinhead ● Christian Identity ● Neo-Confederate ● Black Separatist ● Other

U.S. HATE GROUPS IN 2002 The Southern Poverty Law Center's Intelligence Project counted 708 active hate groups in the United States in 2002.