

Volunteer Training



Handouts

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Vision and Mission

Vision Statement

Path To Shine®: Inspiring under-served children to achieve hope-filled dreams.

Mission Statement

To educate and encourage under-served children through intentional tutoring, mentoring and enrichment programs, while motivating people to make a positive difference in a child's life.

Early Leaver Profile

See separate document on-line

Volunteer Expectations

1. Make a commitment and be punctual.

We are modeling good behavior to the children, and being at the program each week and on time sends a strong message. Further, consistency builds trust and as we build relationships with the children, it is important for them to be able to trust the adults involved in the program.

Please call the program coordinator if you cannot attend a particular session

2. Be present.

In our hectic world it is very easy for us to be distracted – to be *physically* present without being *actually* present. Please turn off your cell phones when you are with the children, and refrain from any activity other than working with the children.

3. Ask for help.

There are many reasons that you may need to ask for help – from needing more supplies to understanding a particular aspect of the homework. Please don't feel embarrassed but do speak up. Asking questions as an adult models healthy behavior to the children, and empowers them to ask their own questions.

4. Listen to the children.

You may hear something that you believe requires action. If so please share this information as accurately as possible with the program coordinator, or the school liaison; the school has the resources - and probably more complete information - to handle the situation appropriately.

5. Play at play-time

This is a great time to build relationships with the children, and to let them see you in a role that is not as their teacher. It is also a good time to let the children do well at something; perhaps they are artistic and this can be seen with sidewalk chalk, or they are good at jump rope and can jump more than any of the other kids, or they are good at basketball. Any time we can catch them doing something well, is a time to celebrate with them – and for some this may be on the play-ground.

6. Review the child's homework.

Ensure they understand the work, and can demonstrate this through one or 2 examples. If they don't understand take the time to help them.

Have the child read for a minimum of 30 minutes. Ask questions as you go along – perhaps after each page, to ensure they understand what they are reading. Reading and comprehension are 2 different things.

If there is time left over, other suggestions are:

- Complete their homework
- Practice work for an upcoming test
- Work with math flash cards
- Work with sight words.
- Complete extra worksheets.
- Help the child find another book to read at the session or take home.

7. Hold students accountable.

We want the children to understand that they need to be responsible if they are to succeed in life. Being accountable is a way for children to develop responsibility. Being accountable while at Path To Shine means:

- Bringing their homework
- Bringing a book to read
- Returning a book that has been borrowed from Path To Shine
- Helping to clear up, as appropriate
- Showing respect for everyone involved in the program
- Practicing gratitude

8. Ensure English is spoken at all times, and spoken correctly.

Some children may not be native English speakers; it is easy for them to slip into their native tongue. All students are expected to use English with correct grammar. Please correct the children, as needed, to help them learn.

Listen

*If I ask you to listen, will you?
Listen with your heart, not with logic
Listen with your soul, not with indifference
Listen with your feelings, not with a story.*

*If I need hope, don't give me facts.
If I need encouragement, don't give me advice,
If I need solace, don't give me platitudes.
If I need to let it out, don't tune me out.*

*If I ask you to listen, will you?
Listen with compassion, not with condemnation
Listen with understanding, not with argument
Listen with love, not with a clock.*

*If I ask you to listen, will you
Make me matter ~ not invisible.
Caress my loneliness and comfort my pain
Keep my trust and not dishonor it.*

*I don't need to be right but don't make me wrong
I don't need a teacher, a critic, or a judge
I need freedom to say how I feel
And a friend who will listen...just listen.*

-P.H.Levitt, 1987

Listening

Communication breakdown:

- 7% verbal
- 38% vocal (volume, pitch, rhythm, etc)
- 55% body movements

Source: A. Barbour, author of *Louder Than Words: Nonverbal Communication*

Positive Non-verbal actions:

- Maintaining eye contact
- Occasionally nodding the head in agreement
- Smiling and showing animation
- Leaning toward the speaker
- Speaking at a moderate rate

Negative Non-verbal actions:

- Looking or turning away
- Closed eyes
- An unpleasant tone of voice
- Speaking too quickly
- Yawning

How to effectively listen to others:

- No talking; you can't listen if you are talking
- No interrupting; give others time to say what they want to say
- Don't think about what you want to say; give the speaker your full attention
- Put away distractions; turn off the cell phone
- Leave your emotions behind; they can prevent you from hearing what the speaker is saying
- Share the responsibility of the communication; effective communication is a two-way street

Reflective listening

- A way to clarify what you heard the speaker saying
- Gives the speaker a chance to verify or re-state
- Feels supportive
- Encourages the speaker to continue
- Builds trust

The basic structure:

- You feel (feeling) because(content)

Other sentence starters:

- It sounds like you felt...
- You think...
- You believe...
- What I hear you saying is...
- You mean...
- In your experience...
- It seems to you...
- From where you stand...
- From your point of view...
- Where you're coming from...

Boundaries

Questions for the children

- Conversation naturally leads to questions
- Be aware of how questions can be misinterpreted
- Don't ask any questions that might make a child uncomfortable
- Watch for clues from the children such a big eyes, or a puzzled expression. If you see this, take the time to clarify with the child
- Listen to your instincts

Safe-guarding God's Children training

- The Diocese of Atlanta takes the subject of safe church practices very seriously. We have used the Safeguarding Gods' Children training program in the diocese since its inception in 2004.
- The Episcopal Church requires *all* adults who work with children and youth to attend a three-hour training. Therefore any adult working with children in the Path To Shine program is required to take this training.
- The next training date can be found on the Diocesan web-site at

http://resources.episcopalatlanta.org/Content/Safeguarding_Trainings_Scheduled.asp

- All volunteers must read through the Policies for the Protection of Children and Youth from Abuse found on the Diocesan web-site at

http://resources.episcopalatlanta.org/Content/Safeguarding_God_s_Children_Policies.asp

- All volunteers must sign a Compliance Agreement Form. Completed forms will be kept on file at the Affiliate location.

Criminal Background Check & Sex Offender's Registry

- All adult volunteers must agree to submitting information sufficient for both a criminal background check, and a GBI Sex Offenders Registry check.

Mandatory Reporting of Child Abuse – Impact on Path To Shine

- Effective Date: 7/1/12. New provisions of the law are currently in effect
- “Child Service Organization Personnel” must now report
 - PTS employees/volunteers who interact with children in the PTS program
- Report triggers:
 - “Reasonable Cause to Believe”
 - A suspicion founded upon circumstances sufficiently strong to warrant a reasonable person to believe that something is true. Absolute certainty is not required.
 - “Child (under age of 18) Abuse”
 - Non-accidental physical injury/death caused by parent or caretaker
 - Neglect/exploitation by parent or caretaker
 - Sexual abuse
 - Sexual exploitation by a parent or caretaker
- Content of Report
 - Name/age/address of child
 - Name/address of caregiver
 - Nature/extent of injuries (including evidence of prior injuries)
 - Other information that may be helpful in establishing cause of injuries or identity of perpetrator
 - Note that reporter should NOT attempt an exhaustive investigation
- Process of Reporting – PTS Protocol
- Legal Consequences
 - Failure to report in a timely manner is a misdemeanor if “knowing and willful”
 - Reporter is immune from civil or criminal liability if report is made in good faith

PATH TO SHINE

MANDATORY REPORTING OF CHILD ABUSE

ORGANIZATIONAL REPORTING PROTOCOL

October 1, 2012

Purpose

Effective July 1, 2012, Section 19-7-5 of the Official Code of Georgia Annotated (“O.C.G.A.”) was amended to clarify the obligation of certain persons to report child abuse to the Georgia Division of Family & Children Services (“DFCS”). A copy of the law (the “Law”) as amended is attached (Attachment 1). The purpose of this Protocol is to establish the child abuse reporting procedures to be used by employees and volunteers of Path to Shine as contemplated by Section 19-7-5(c)(2), O.C.G.A.

What Must Be Reported?

The Law requires certain persons who have “reasonable cause to believe that a child has been abused” to report such abuse. The Law defines “child abuse” to include:

- Physical injury or death inflicted upon a child by a parent or caretaker by other than accidental means.
- Neglect or exploitation of a child by a parent or caretaker.
- Sexual abuse of a child.
- Sexual exploitation of a child.

The terms “child abuse,” “sexual abuse,” and “sexual exploitation” are further defined and clarified in Attachment 1.

Who Must Report?

In addition to several other categories of persons, the Law requires that “child service organization personnel” are subject to child abuse reporting requirements. This term is defined to mean “persons employed by or volunteering at a business or an organization, whether public, private, for profit, not for profit, or voluntary, that provides care, treatment, education, training, supervision, coaching, counseling, recreational programs, or shelter to children.”

Therefore, a Path to Shine employee or volunteer who interacts with children participating in Path to Shine programs is subject to the Law's child abuse reporting requirements if, during the course of such interaction, the employee or volunteer has reasonable cause to believe that a child has been abused.

How Will Path to Shine Employees/Volunteers Comply?

If a Path to Shine employee or volunteer, during the course of interaction with children participating in Path to Shine programs, has reasonable cause to believe that a child has been abused, the employee or volunteer ("Reporter") shall take the following steps:

- Report the information outlined below to _____ (Affiliate Coordinator , Path to Shine- Location) orally either in person or by telephone by calling _____ (Coordinator's #) immediately but not later than six hours from the time the Reporter had reasonable cause to believe that a child has been abused.
- If the Reporter is aware that _____ (Affiliate Coordinator) is unavailable or is unable to make contact with _____ (Affiliate Coordinator) in person or by telephone within the six hour period set forth above, then the Reporter shall report the information outlined below to The Reverend _____ (Rector, Parish Name) orally either in person or by telephone by calling _____ (Rector's #) immediately but not later than twelve hours from the time the Reporter had reasonable cause to believe that a child has been abused.
- _____ (Affiliate Coordinator) or The Reverend _____ (Rector), as the case may be, shall thereafter report, in the manner provided in Section 19-7-5(e) of the Law, the information provided by the Reporter immediately but in no case later than within 24 hours of the time the Reporter had reasonable cause to believe that a child has been abused.
- If the Reporter is unable to make contact with either _____ (Affiliate Coordinator) or The Reverend _____ (Rector), within twelve hours from the time the Reporter had reasonable cause to believe that a child has been abused, then the Reporter shall report the information outlined below to DFCS immediately but not later than within 24 hours of the time the Reporter had reasonable cause to believe that the child had been abused. For incidents occurring in XYZ County, the Reporter should call the XYZ County DFCS office at _____ (DFCS #) If an incident occurs in another county, the contact information for such county may be found at <http://dfcs.dhs.georgia.gov/how-report-child-abuse>. If a report is made after hours (i.e., between 5 p.m. and 8:30 a.m.) or if there is no answer at the local DFCS office, then the report shall be made by calling 1-855-GACHILD (422-4453).

- Promptly following any report made pursuant to this protocol, The Reverend _____ (Rector), shall make any required notifications to the appropriate representative of the Episcopal Diocese of Atlanta.

Any report issued pursuant to this Protocol shall include: (a) the name and address of the child; (b) names and addresses of the child's parents or caretaker, if known; (c) the age of the child; (d) the nature and extent of the child's injuries, and (e) any other information that might be helpful in establishing the cause of the injuries and the identity of the perpetrator. Note that Path to Shine employees and volunteers are not investigators and should make only such limited inquiries as may be necessary to obtain the foregoing information.

Upon receipt of a report from a Path to Shine Reporter, neither _____ (Affiliate Coordinator) or The Reverend _____ (Rector) shall exercise any control, restraint, modification or make any change to the information provided by the Reporter. They may, however, consult with the Reporter to obtain any additional relevant and necessary information to include in the report.

See Appendix for excerpt from House Bill 1176/AP

Building the Children's Self-esteem

Our job is to support and encourage the children in the program so that they can start to feel good about themselves, and believe that they can be successful in school. In short, we need to boost their self-esteem.

Factors affecting children's self-esteem:

- How much the child feels wanted, appreciated and loved
- How a child feels about themselves
- His or her sense of achievement
- How the child relates to others

When a child struggles academically, many of these factors are triggered negatively

To build a child's self-esteem:

- Spend time with them
- Show appreciation
- Encourage them
- Listen to them
- Practice mutual respect
- Praise appropriately
- Provide a safe place
- Deal with failure

Spend Time

If you spend time together then enjoy that time. Children know if you are sincere or not. This is why we need to be fully present to the children with whom we work.

Show Appreciation

A child's self-esteem will suffer if he or she is not appreciated. When a child does a good job, or when she has demonstrated she has acquired a new skill/new knowledge, thanking the child is reward enough; children like to please.

Encourage them

Esteem is boosted with your encouragement. Help them to find skills or talents that they already have (e.g. from the play-ground, or from another academic subject) that can be used as a starting point and built upon. From here encourage them to try new activities. Success in a new area will lead to a feeling of confidence and independence.

Encouraging Phrases:

- I like the way you handled that.
- You can do it.
- I have confidence in you.
- Don't give up.
- You've made good progress.
- I see you have improved in this area.
- I enjoyed spending time with you today.
- Wow! Look at what you achieved!
- I'm glad you are in the program.
- I've noticed that you are really good at....
- Can you help (Susie) with this?
- Can you help me understand what this is about?
- I know you can handle this.

Listen to them

Listen to their ideas. Listen to their questions. Listen to their stories. Listen intentionally. They will know if you are listening or not.

Practice mutual respect

Children's self-esteem will be higher if you treat him or her seriously and with respect. Explain everything to the child and treat him as an intelligent individual able to understand and reach conclusions. You want to be treated like this and children are no different. Mutual respect will foster trust and confidence.

Praise appropriately

Praise is helpful when it is genuine and appropriate. Being told "could do better" can lead to a feeling that no matter what you do it would not be good enough to please others. Being praised for every little thing makes the praise less meaningful.

Provide a safe place

If a child perceives the world as threatening or dangerous, it is almost impossible for her to feel brave and strong, to know that she can make her way through it successfully. Ensure the child feels safe with you.

Deal with failure

Children will fail but they do not need to feel a failure. Teach a child that failing at a task is a *temporary* setback along the path. Failing is an opportunity to pinpoint what they do not know or understand, and to do better next time. Never tell a child he has failed, let you down or cannot succeed. Help the child to believe in his or her ability to succeed no matter how long it takes.

Good Manners

Why teach good manners? Good manners go a long way. Good manners say, “I respect you” and will encourage the other person to respect you in return. Good manners are essential to being successful in most of the adult world, and certainly in the business world. Remember your first interview, and the first time you interviewed anyone. Good impressions can go a long way.

Yet good manners as perceived by middle class people are often not on the radar screen for those who live in poverty. For many, struggling with poverty = survival mode. Manners are seen as non-essential, and for those in generational poverty, manners may never have been taught.

Here are some basic manners that we can help every child learn:

- Make eye contact with those to whom you speak
- Speak clearly
- Always use “Please” and “Thank you”
- Shake hands when a hand is offered
- Stand up when introduced to another person who is standing
- Use correct grammar
- Ask a question with “May I please?”

Classroom Management

1. Is everyone ready to be here? (Including you!)

This is a special time of connection and support for the children in the program. We want them to be successful. Be sure the children with whom you are working know this. Remind them that this program is a commitment for everyone – volunteers and children and even their parents. Be sure you are fully present, and ready to work with your child.

2. Be fair.

Students have an innate sense of what is and what is not fair. You must act fairly for all students if you expect to be respected. If you do not treat all students equally, you will be labeled as unfair, and students will not want to follow your rules. Make sure that if your “best” student does something wrong, they get punished the same as if your “worst” student does something wrong.

3. Be consistent.

One of the worst things you can do as a teacher is to not enforce your rules consistently. If one day you ignore misbehaviors and the next day you jump on someone for the smallest infraction, your students will quickly lose respect for you. Your students have the right to expect you to basically be the same every day. Moodiness is not allowed. Once you lose your student's respect, you also lose their attention and their desire to please you.

4. Keep high expectations in your class.

Expect that your students will behave, not that they will disrupt. Reinforce this with the way you speak to your students. When you begin the day, tell your students your expectations. For example, you might say, "During this whole group session, I expect you to raise your hands and be recognized before you start speaking. I also expect you to respect each other's opinions and listen to what each person has to say."

5. Avoid confrontations in front of other students.

Whenever there is a confrontation in class there is a winner and a loser. As the teacher, you need to keep order and discipline in your class. However, it is much better to deal with discipline issues privately than cause a student to 'lose face' in front of their friends. Discipline is about boundaries, NOT shaming. If you make an example out of a disciplinary issue, other students might get the point, but you might lost the chance to teach that student anything.

6. Deal with disruptions with as little interruption as possible.

When you have classroom disruptions, deal with them immediately and with as little interruption of your class momentum as possible. If students are talking amongst themselves and you are having a classroom discussion, ask one of them a question to try to get them back on track. If you have to stop the flow of your lesson to deal with disruptions, then you are robbing students who want to learn of their precious in-class time.

7. Use humor not sarcasm.

Sometimes all it takes is for everyone to have a good laugh to get things back on track in a classroom. Many times, however, teachers confuse good humor with sarcasm. While humor can quickly diffuse a situation, sarcasm may harm your relationship with the students involved. Realize that what some people think is funny others find to be offensive.

Where is the Good, Here?

An article from the *Cathedral Times* by Canon Mary Hunter Rouse

June 19, 2016

My mother has been a high school math teacher my whole life. I don't totally understand the love she has for calculus, but I do understand the love she has for her students. One time I overheard her responding to another teacher about how she dealt with a particularly challenging student. "Oh," she said matter of factly, "when I have a student who I don't like for some reason I go out of my way to make sure they think they are my favorite. I pay attention to the things, no matter how small, that are good, and I praise them. By the end of the year they almost always are my favorite student. And they usually end up learning the math they need, too!"

Godly Play, the curriculum that we use for children two years old through fifth grade, often includes asking those gathered in the circle for the day, "I wonder what part of the story you like best." The story usually comes from the Bible, though there are also "stories" about the things we do in church, like Baptism or the liturgical year, as well as stories about saints, both ancient and modern. The stories are told using three-dimensional materials specially designed to draw children (and adults!) deeply into the beautifully scripted narrative, which is memorized by the teachers.

Asking the children what part they like best is, perhaps, what I like best about a Godly Play lesson. What I love about asking our children that same question every week has little to do with their answers. In fact, their answers are not always original or even necessarily revealing. There are many days when child after child will answer, each with great seriousness, "All of it." (Actually, I do love that, but it is not the point for today.)

The thing I love about asking "What part do you like best?" over and over again is that it is a way of teaching us, children and teachers, the practice of beginning our wondering about any person, situation, or story by asking ourselves, essentially, "Where is the good here?" This is not the only question to ponder, of course, but it is a powerful starting place for engaging the world with imagination, love, and hope.

Expect to find good. Pursue it relentlessly. Find a way toward love.

Strategies of Successful Learners

The following 10 skills have been identified as those which make successful learners.

1. Asking questions
2. Building on other people's ideas
3. Using mistakes as learning opportunities
4. Taking criticism constructively
5. Speaking up
6. Welcoming a challenge
7. Taking risks
8. Listening with an openness to change
9. Persevering in tasks
10. Knowing when to lead and when to follow

When you catch a child displaying one of these skills, encourage them!

Adapted from: The Genius In Children, a blog by Rick Ackerly, Educator

The 7 Essential Life Skills*

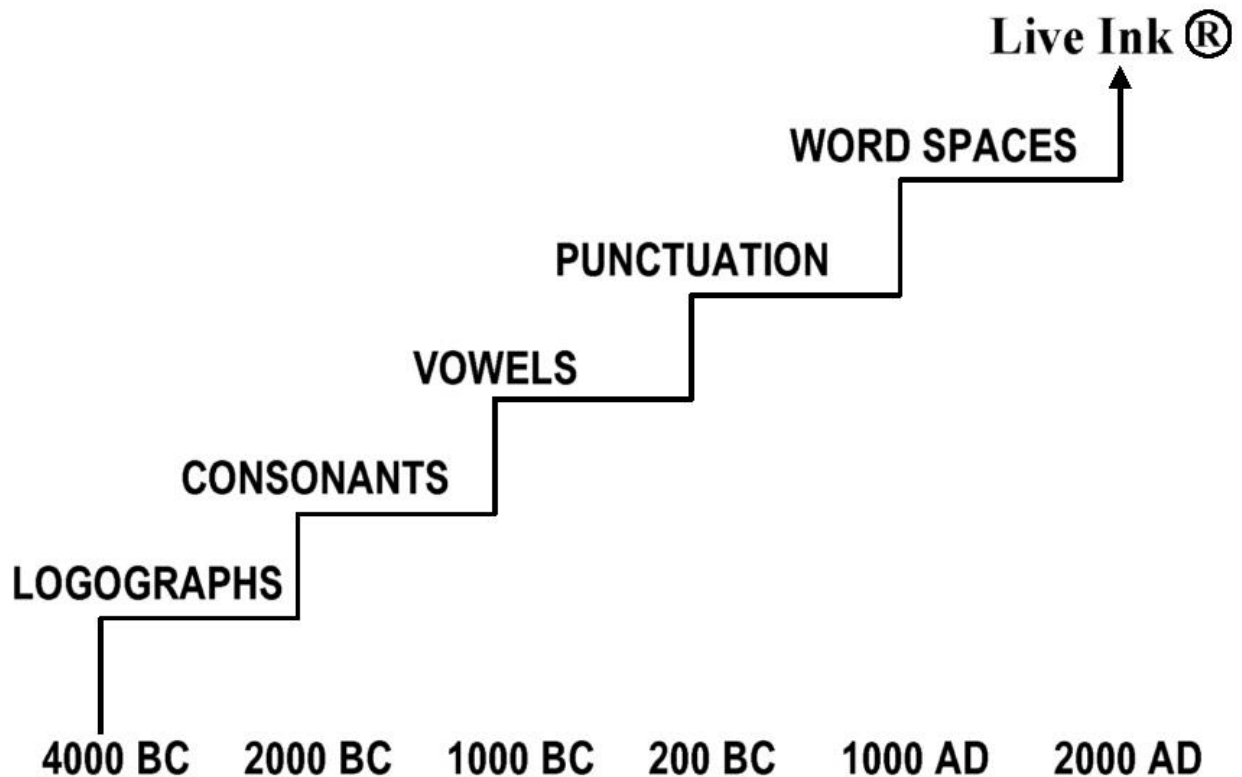
- **Focus and Self Control**
In a world filled with distractions, paying attention is important; remembering rules and exercising self-control.
- **Perspective Taking**
Far beyond empathy. Must figure out what others think and feel. Perspective taking allows a child to better understand parents, teacher, and friends—where they are “coming from.” Child is less likely to be in conflict.
- **Communicating**
Skill of determining what one wants to communicate. Not just speaking, and writing but asking, “How will what I say or write be understood by others?”
- **Making Connections**
Heart of learning. Using information - not just retrieving it from Google. Ability to sort, organize and categorize.
- **Critical Thinking**
On-going, life-long search for valid and reliable knowledge—this guides beliefs and actions.
- **Taking on Challenges**
Life has stresses and challenges. Develop courage to take them on. Makes children more successful in school and life.
- **Self-Directed, Engaged Learning**
Through learning, we realize our potential. We can change, just as life is constantly changing. We can learn and adapt as long as we live!

Reading is Not Natural!

Wenthe Pil grims la n bed ta Plymouththey wer ein a mostbre cariouss itua tion. T heye ar saw lateandthere wasmuc h sicknes s a mon g the sett l ers.

We pegib our qrib eq a faziliar blace, a pogy like yours enq zine. Iq conquains a hunqraq qrillion calls qheg work qogaqhys py qasign. Now qhink aqouq qhe way you woulq qhink if qhose calls wyse qhe calls in your prain.

Speech began about 6 million years ago, but reading only began about 6 thousand years ago.



Acquisition of language

Young children learn through listening to their caregivers. They learn vocabulary from these conversations and from the books that are read to them.

- From birth to age three, children listen to lots of words spoken and learn how to talk.
- Children, aged three to four years old have growing vocabularies, and they learn how to rhyme.
- In Kindergarten and first grade, children are taught how to blend letter sounds together to "sound out" words and memorize sight words. They begin reading simple sentences.
- Second and third graders learn how to read "chapter" books and read fluently with comprehension.
- When children get to fourth grade, they no longer spend time in class learning how to read. Instead, they learn about science, social studies, and many other subjects. They read in order to understand.

The purpose of learning to read is comprehension. To have good comprehension, the reading should be practiced to the point of automaticity. Kids who aren't good readers don't want to read or practice, but it is imperative that they practice, practice, practice.

Comprehension

- Ask your child to retell a story in just a few sentences (summarize).
- Ask him or her to guess what might happen next (predict).
- Show your child how to figure out the meaning of an unfamiliar word based on other words and pictures around it (context).
- Explain how to pause while reading in order to ask himself or herself whether he or she knows what is happening, and if not, to re-read the sentence again (monitor).

Factors that may place children at risk for failure in reading and writing

- Children with preschool language impairments
- Children with limited proficiency in English
- Children from homes in which a nonstandard dialect of English is spoken
- Children whose parents had difficulty learning to read
- Children from poor neighborhoods
- Children who attend ineffective schools

Some Reading “rules”

V and J refuse to be the last letter

I before E except after C, unless it sounds like “ay” as in neighbor and weigh

C says “s” before E, I, J

G says “j” before E, I, J

When 2 vowels go a-walking, the first one does the talking

BUT note: Eat bread and steak

Open door syllables:

The vowel says its name, as in “be”

Closed syllables:

The vowel in a closed syllable is short, even if multiple syllables as in “cat’nip”

Vowel – Consonant – E syllable:

A word has a vowel, consonant, “e” combination

The “e” is silent

The first vowel has a long sound

Examples: bike, ape, stove

LE syllable as in “little”. Every syllable has to have a vowel so the e is added but it is silent

The 8 Principles of Literacy Learning

Children need to:

- 1) understand the purposes of literacy so they can fully appreciate and enjoy literacy in their lives.
- 2) hear written language so they can learn its structure and take in new information and ideas.
- 3) become aware of the sounds of language, to enjoy those sounds, and to use this knowledge as a tool in becoming literate.
- 4) have many experiences working with written symbols so they can learn how to look at letters and use this information to read and write.
- 5) explore words and learn how words work so they can use this knowledge as readers and writers.
- 6) the conventions of print and how books work so they can use this knowledge as readers and writers.
- 7) read and write continuous text so they can use and expand their knowledge about letters, sounds, words, and language.
- 8) develop flexibility and fluency to enhance comprehension and enjoyment of reading and writing.

Reading and Writing Strategies for Tutors

1. Remember you are the compassionate bridge between the student and her teacher, a safe place for the student to ask questions and expand knowledge and understanding of concepts presented at school.
2. Your encouragement, mentoring, tutoring, and support are invaluable to the success of the child in her education process.
3. Encourage life-long learning, focused on curiosity, and inquiry in your interaction with your students.
4. Share your experiences—talk about your family, travels, interests, your profession. This helps build curiosity, knowledge, and vocabulary.
5. Share photos of family, travels, and interests as topics to discuss or write about.
6. Use objects from nature to initiate conversations, build vocabulary, stimulate questions—shells, feathers, pine cones, leaves, flowers, stone. Our children are nature-deprived.
7. Use visuals: maps, magazines, graphs, clock, watch, patterns, diagrams, calendar, when teaching a related concept.
8. Use manipulatives: small items that can be counted, sorted, etc.
9. Use other hands-on techniques: puzzles, games, simple crafts, origami
10. Bring a bag each time of various, random objects that can be used as a conversation starter, writing exercise subject, or vocabulary builder: toy car, photo, special book, stuffed animal, mirror,
11. Focus on building vocabulary: Introduce words with intention and purpose, starting with a word they may not know, talk about synonyms; create a visual of the new word in the center of a circle, with spokes radiating out adding related words and ideas; ask student to use the new word to tell/write a short story.

12. "Scaffold" to prior knowledge: review from last session, building and leading to mastery as the year progresses.
13. Use Dolch sight words, grade appropriate. Keep checklist on each student as they master each word. These are essential in learning to read.
14. For younger students, and those for whom English is a second language, review alphabet, emphasizing the sounds that each letter makes (use magnetic tiles on a metal cookie sheet or flash cards)
15. Have students break down longer words into smaller units, as they read aloud, emphasizing perseverance in figuring out a difficult word. Try not to automatically pronounce the word for the student.
16. Use Word Family exercises, games, to develop deeper recognition of spelling patterns.
17. Use simple poems or nursery rhymes to teach word families and sounds. Have students memorize a short poem.
18. Do not automatically spell out a word for students. Again, in writing, as in reading, have them sound out the word, part by part, and spell the word accordingly, praising their effort and perseverance.
19. For older students use Graphic Organizers to develop comprehension, ability to predict direction of story, and vocabulary. Graphic Organizers help students to recognize the beginning, middle, and end of a story, identify characters, setting, and main ideas of the text, whether it is a reading, Social Studies, math assignment.
20. Have questions ready to ask students about what they have read or heard read to them: What are the words you heard? Who are the main characters? Where does the story take place? How does the story begin? What did you think would happen when the story began?

Notes about Poverty from Ruby Payne, PhD

A definition of poverty:

The extent to which an individual does without resources*.

*Financial; emotional; mental; spiritual; physical; support systems; relationships/role models; knowledge of the hidden rules

Poverty can be situational or generational. Look for the gifts in everyone. Remember names and use them.

Language: Casual register vs. formal register

Hidden Rules: Everyone is raised with social and hidden rules/reasoning. There are rules in business and rules in school. Any learning involves sharing and using new understandings. We can teach students the hidden rules of middle class – not in denigration of their own but rather as another set of rules that can be used if they so choose.

Planning & organizing: There is a lack of both planning & organizing; children frequently lose homework and other assignments. Decisions are made based on feelings, survival and/or for the immediate/short-term gain. Lack of long term commitment so hard to complete projects.

Manners: Entertainment is more highly valued. Often loud and lots of laughter.

Four ways to escape:

- A specific talent or ability that provides an opportunity for them
- A goal or vision of something they want to be or have
- A situation that is so painful that anything would be better
- Someone who “sponsors” them (i.e. an educator or mentor) who shows them a different way or convinces them that they could live differently

The following pages are taken from:

A Framework for Understanding Poverty by Ruby K. Payne, PhD

Racial Diversity – Definitions and Examples

Stereotype

A highly simplified conception or belief about a person, place or thing, based on limited information. A generalization. Stereotypes can be positive (Asian students are smart) or negative (women are bad drivers), but both can prevent honest and authentic understanding and relationship between people from different groups.

Prejudice

A bias for or against something without a logical basis. A preconceived judgment or opinion. Prejudices can be positive (I always vote for Politicians of Color) or negative (I would want a male nurse), but both can be damaging to building relationships.

Discrimination

Act of prejudice. A manner of treating individuals differently due to their status or membership in a particular group. There are several types of discrimination, including racial discrimination, religious discrimination or age discrimination.

Racism

The belief that some racial groups are inherently superior or inferior to others. Racism can be an outward display of discrimination, such as abuse towards or segregation from other racial groups. Racism can also be an internal prejudice such as mistrust or dislike of people from other racial groups.

Race: A socially defined population characterized by distinguishable physical characteristics, usually skin color.

Institutional Racism

Racism or racial bias that is firmly established within institutions (businesses, government, school systems, the media, criminal justice systems etc.). Institutional racism affects policies and power structures at many levels within our society, both directly and indirectly. Examples of institutional racism include racial profiling and typecast minorities in the media.

White Privilege Checklist

Peggy McIntosh, Associate Director of the Wellesley College Center for Research on Women, describes white privilege as an invisible package of unearned assets, which I can count on cashing in each day, but about which I was meant to remain oblivious. White privilege is like an invisible weightless knapsack of special provisions, maps, passports, code books, visas, clothes, tools, and blank checks (McIntosh, 1989).

The following are examples of ways white individuals have privilege because they are white. Please read the list and place a check next to the privileges that apply to you or that you have encountered. At the end, try to list at least two more ways you have privilege based on your race.

- 1. I can arrange to be in the company of people of my race most of the time.
- 2. I can go shopping alone most of the time, pretty well assured that I will not be followed or harassed.
- 3. I can turn on the television or open to the front page of the paper and see people of my race widely represented.
- 4. When I am told about our national heritage or about civilization, I am shown that people of my color made it what it is.
- 5. I can be sure that my children will be given curricular materials that testify to the existence of their race.
- 6. I can go into a music shop and count on finding the music of my race represented, into a supermarket and find the food I grew up with, into a hairdressers shop and find someone who can deal with my hair.
- 7. Whether I use checks, credit cards, or cash, I can count on my skin color not to work against the appearance of financial responsibility.
- 8. I am not made acutely aware that my shape, bearing, or body odor will be taken as a reflection on my race.
- 9. I can worry about racism without being seen as self-interested or self-seeking.
- 10. I can take a job or enroll in a college with an affirmative action policy without having my co-workers or peers assume I got it because of my race.
- 11. I can be late to a meeting without having the lateness reflect on my race.
- 12. I can choose public accommodation without fearing that people of my race cannot get in or will be mistreated.
- 13. I am never asked to speak for all of the people of my racial group.
- 14. I can be pretty sure that if I ask to talk with the person in charge I will be facing a person of my race.
- 15. If a traffic cop pulls me over or if the IRS audits my tax return, I can be sure I haven't been singled out because of my race.
- 16. I can easily buy posters, postcards, picture books, greeting cards, dolls, toys, and Children's magazines featuring people of my race.

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Division of Family and Children Services

Child Abuse & Neglect

Child Protective Services staff investigates reports of **child abuse or neglect** and provides services to protect the child and strengthen the family.

Every child needs to be treasured, protected and nurtured. Unfortunately, some parents can't -- or won't -- care for their children. When they neglect or abuse them, someone must step in to ensure the children's safety. That's the job of DFCS, along with the police and the courts.

To report child abuse:

To report child abuse:

Please call the DFCS Child Protective Center at: 1-855-GACHILD / 1-855-422-4453.

Reports are taken 24 hours a day, 7 days a week.

If you have an immediate emergency, please call 911 or your local police department.

PLEASE NOTE: This phone line is for reports of child abuse and neglect ONLY. Due to the importance and time-sensitive nature of reports of child abuse and neglect, your call may be discontinued if it does not meet the abuse or neglect criteria.

For general inquiries, please contact your local county office. Contact information can be located here: <http://dfcs.dhs.georgia.gov/county-offices>