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Catholic Leadership Services

A Division of Lifelong Learning Network, Inc.

The Catholic School Administrator

Promotional Issue for 2013-2014 School Year

What Makes a Catholic School Catholic?

We do. That's right. People are Catholic; the Body of Christ is composed of human beings. All of whom join in unity to spread the Gospel of love, forgiveness, and redemption. The birth of Jesus opened an era that will never close, an era of solidarity and peace. The Catholic Schools in the United States are among the finest private schools in the world and they cost much less than any other form of private education. Let us make the 2013 – 2014 school year a tracing of our own local Catholic heritage. Consider the following activities. High school principals and superintendents need to adjust the activities to their situation.

1. Ask 2 or 3 faculty members to trace the history of the parish(es) and school. Year it started, the first pastor, the succession of pastors. Involve the pastor. Do the same for the school principals. Show how your local school is a part of the 2013 year history of Catholicism. Have them write this in a summary form and include as many photographs as possible. Our students use all their senses in learning and this history can be a lesson in unity, we are part of that history. As far as possible start a photo gallery where the whole community can see the living history. Begin with photographs of the present pastor and the principal. Then provide as many photos as are available. The point is to show we are all a part of the 2013 years of Catholicism.
2. One unifying factor in this history is the bishops. Appoint 2 more faculty members to trace the succession of the bishops for your diocese along with the superintendents of schools. Make certain you have a good photo of the current bishop displayed. If not, call the chancery office and ask for one. The same for the superintendent. Help the students understand that the local scene is a part of a bigger picture. Our students should know the face of the main teacher of the diocese, the bishop. The same for the superintendent of schools. Be proud of our history.
3. All students should be aware of how parishes get their names. Then have the students know what the name signifies. If a saint then they should know about that Saint. Recently we did a random survey in 64 Catholic Schools who were named for a saint. We asked students to tell us about that saint. ONLY 35% of the students questioned (all 6th graders) knew anything about the saint. Let's make certain our students know about their parish. Pictures of them from modern renditions should be available. Discuss patron saints. If the parish is not named for a saint then explore the meaning of the name. Tie the parish name to the traditions of the church, we continue that tradition. Connect High Schools with the larger community. Remember to display pictures of the present and former school PRINCIPALS. Yes, that is an important part of the history and continuing Catholic identity.

Initiate these major projects now so the students, and the community, can easily see that we are a living part of 2013 years of history. Your task is to coordinate the activities and make certain there is follow through. Involve parents and community members in the work. High schools and diocesan personnel may want to make a visible display of the institution from inception to the present. This should be a major project for the 2013-2014 school year. Enjoy it.

My Dear Sisters and Brothers:

On August 17 of this year I will be 71! Many changes have taken place since the start of Catholic Leadership Services in 1968. We have come a long way from the days we typed the first newsletters on an electric typewriter, then after several years on an electronic typewriter, next



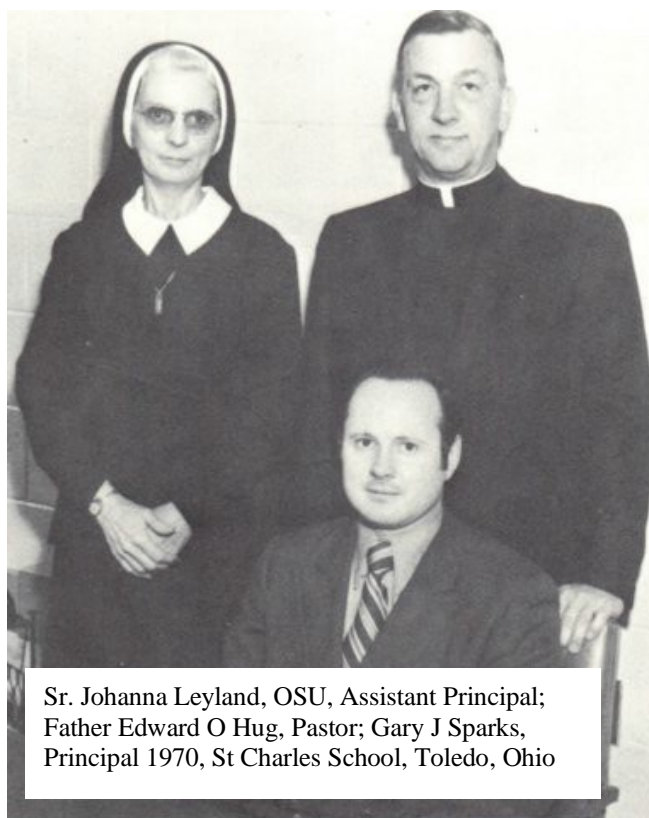
Monsignor James J O'Toole
A Founding Father, 1973

the Xerox Memory Writer, on to the first prototypes of personal computers. Today we use the most current technology and are linked world wide for educational issues and particularly for all materials on Catholic school education. Thousands of new articles come to us each day. Editing and selecting material has become our major activity.

In 1970 I was the first lay principal for the Toledo Diocese; today that same diocese is hard pressed to find a professed religious as principal. The founding fathers were 100% correct – the laity now are the major administrators of

Catholic Schools and the Catholic Schools must survive on their own ability to raise the income to keep them open in order to survive.

Since 1970 we have supported the efforts of lay administrators in our Catholic Schools and our services bear proof for that support. *The Catholic School Administrator* and all our published materials have been very well received for over 45 years. In 1974 we sent promotional copies of the newsletter to over 16,000 Catholic identified schools. Today we send less than 7,000 copies and often a school receives 2 copies because the Pre-schools are considered a separate entity. It is difficult to obtain an exact number of individual, parish or private, operating Catholic schools grades K – 8 that we currently have. Nevertheless, be assured that quality, Catholic education is as vital today as it has always been through the decades.



Sr. Johanna Leyland, OSU, Assistant Principal;
Father Edward O Hug, Pastor; Gary J Sparks,
Principal 1970, St Charles School, Toledo, Ohio

How well my wife and children remember spending the weekends labeling envelopes, folding the newsletters, stuffing them, and readying the issues for mailing. A long process and a labor which was dedicated to serving our Catholic Schools. The family did this for over 10 years before we contracted outside help and hired employees. It has been 45 years in the making and many changes have taken place.

In his May address to US bishops Pope Benedict XVI said that they must safeguard the Catholic identity of the schools echoes the remarks of Pope John Paul II and Pope Paul VI. These current remarks are far different from the most complimentary remarks of Pope Pius XII on the excellence of the Catholic School in the United States. Pope Pius XII lavished praise on the bishops for these excellent schools. Today the hierarchy questions even the Catholicity of the schools!

For the 2013 – 2014 our focus will be on WHAT MAKES A CATHOLIC SCHOOL CATHOLIC.



Gary J Sparks, St Patrick's Day, 2012

Starting with the 2013 – 2014 school year we will add articles featuring individual schools and events. No, the current subscribers did not ask for this; I decided to restart this practice because I liked featuring our Catholic school administrators. Besides, we need to publicize our Catholic Schools! The entire newsletter will still be put online so you can make changes appropriate to your needs for use with your faculty, boards, and parents.

After 40 years of research we have a solid Fund Raising program that actually works; see our Web Site: www.thecatholicschooladministrator.org. This fund raising concept and program will greatly help our Catholic schools economically and help all subscribers in the fund raising program. It is a win-win situation. Long in coming, but it is here now Click on the Fundraising Program and download the Frequently Asked Questions to get an overview of the fund raising program. Our schools must take

care so we don't become schools for the rich and exclude those who want to attend a Catholic School. This program enables the school and subscribers to achieve financial stability in several ways: money for the school and money for all subscribers. It is a win-win program.

Together we continue the tradition of providing excellence in Catholic Education by preparing students for living fully in the church, family, and society in accord with the gospel message and the traditions of the Catholic Church.

Sincerely,

Dr. Gary J. Sparks, Publisher

IN MEMORY OF A FRIEND AND FAITHFUL SUBSCRIBER -

Sister Kay was a faithful subscriber to The Catholic School Administrator and my dear friend. I miss her and her carefully given advice to me. Sister Kay died in February, 2010 and her memory lingers with me. It is fitting that we celebrate the memory of her service to our Catholic Schools in this promotional issue. Gary Sparks (GJS), Editor and Publisher

Obituary for Sister Kay O'Brien, O.P.

Sister Kay O'Brien OP (Mary Annunciata) died peacefully in Tulare, California following a brief illness. She was 76 and a member of the Dominican Sisters of Tacoma, Washington. Sister Kay was born September 10, 1933 in Limerick Ireland to John and Mary O'Brien and Mary Lysaght-O'Brien. She attended Monaleen for her primary education and Presentation Convent School for her secondary education.



She entered the Dominican Postulate in Crosshaven Ireland on September 24, 1954 and in March of 1955 she and her companions traveled to the Dominican Novitiate in Tacoma Washington. She received the Dominican habit in 1955. She received her Bachelors' Degree from Seattle University, and her Masters' Degree in Educational Administration from Loyola Marymount in Los Angeles in 1969.

Following profession, Sister Kay taught at Holy Cross School, Tacoma (1955-1956), Holy Rosary School in West Seattle (1956-62), St. Paul's School, Yakima (1962-63), Aquinas Academy, Tacoma (1963-64), and in Bellingham, WA (1964-65). She returned to her native Ireland in 1965 to assume the role of Director Mistress of Postulants at St. Agnes Postulate Crosshaven, County Cork. She served in this position for two years. In 1967 she returned to the United States to teach at Garces Memorial High School in Bakersfield, CA. From 1971 - 1978 she served as the principal of Garces. From 1978-1980 she was the principal of St. Ann's in Ridgecrest, CA.

In 2005 Sister Kay celebrated her 50th anniversary of religious profession with festivities in both Tacoma and in Tulare.

In 1980 Sister Kay moved to St. Aloysius Parish in Tulare, CA. She served as parish visitor until 1985. In that year she became principal of St. Aloysius School, a position she held until her retirement in 2007. Sister Kay was a Tacoma Dominican presence in Tulare for over 28 years and her presence is sorely missed.

Throughout her life Sister Kay was accompanied by a dog. First Fiddler, than Saoirse (freedom in Gaelic), Shannon and finally Bailey who kept close watch over her during her illness.

Sister Kay was preceded in death by her parents, her brothers Thomas and Anthony, her Auntie B (Bridget Griffin) also known as Mam who was a second mother and best friend to Sister Kay, and numerous aunts and uncles.

She is survived by many cousins in Ireland who have picked up the role assumed by her aunts and uncles before their deaths. Today their children and their children's children have taken over the privilege of loving and caring for her.. So from brothers and sisters, nieces and nephews, first cousins and their children, even into a third generation, and all the other members of the family whose lives she has touched we will remember her for all times. She is also survived by members of her Tacoma Dominican Community and the members of her St. Aloysius Parish community.

Staff Morale — Step One in Public Relations

The following questions are designed to be used with all teachers as indicators of their satisfaction as teachers. A happy staff is a first step in a strong public relations program. Tabulate the responses and develop a profile using the statistics. Then ask them how they “feel” about the picture presented. Establishing a positive climate is absolute before any public relations’ program can be implemented.

Use this instrument as a start.

YES NO ? 1. Do you feel comfortable with primary age children?

YES NO ? 2. Do you feel comfortable with intermediate age children?

YES NO ? 3. Do you feel comfortable with middle school age children?

YES NO ? 4. Do you feel comfortable with high school age children?

YES NO ? 5. Do you feel respected by your students?

YES NO ? 6. Are your administrators effective disciplinarians?

YES NO ? 7. Are your discipline policies accepted and reinforced by office personnel?

YES NO ? 8. Do other faculty members treat you as a professional equal?

YES NO ? 9. Does your administrator treat you as a professional equal?

YES NO ? 10. Does your administrator appreciate and value your individual teaching style?

- YES NO ?11. In the event of a parental conflict, does your administrator support you?
- YES NO ?12. Do your district administrators seek your help or ask your opinions in decision making?
- YES NO ?13. Does your administrator seek your help or ask your opinion in decision making?
- YES NO ?14. Do you receive parental support for your decisions at least 80% of the time?
- YES NO ?15. Do you receive administrative/staff support for at least 80% of your decisions?
- YES NO ?16. Do you voluntarily attend any extracurricular activities sponsored by your school with the intent of seeing your students in a different environment?
- YES NO ?17. Is attendance at these extracurricular activities important to you?
- YES NO ?18. Do you feel you have an acceptable number of students?
- YES NO ?19. Do you feel that you are paid fairly?
- YES NO ? 20. Have you considered transfer to another building for morale reasons?
- YES NO ? 21. Would you consider accepting a position at another building (provided it included appropriate grade level, interests, etc.)?
- YES NO ? 22. Have you considered changing careers?
- YES NO ? 23. Would you consider accepting a position outside of teaching provided it offered comparable pay and benefits and you were trained for it and interested?

What is your classroom management profile?

Answer these 12 questions and learn more about your classroom management profile. The steps are simple:

- Read each statement carefully.
- Write your response, from the scale below, on a sheet of paper.
- Respond to each statement based upon either actual or imagined classroom experience.
- Then, follow the scoring instructions below. It couldn't be easier!

- 1.= Strongly Disagree
- 2.= Disagree
- 3.= Neutral
- 4.= Agree
- 5.= Strongly Agree

- (1) If a student is disruptive during class, I assign him/her to detention, without further discussion.
- (2) I don't want to impose any rules on my students.
- (3) The classroom must be quiet in order for students to learn.
- (4) I am concerned about both what my students learn and how they learn.
- (5) If a student turns in a late homework assignment, it is not my problem.

- (6) I don't want to reprimand a student because it might hurt his/her feelings.
- (7) Class preparation isn't worth the effort.
- (8) I always try to explain the reasons behind my rules and decisions.
- (9) I will not accept excuses from a student who is tardy.
- (10) The emotional well-being of my students is more important than classroom control.
- (11) My students understand that they can interrupt my lecture if they have a relevant question.
- (12) If a student requests a hall pass, I always honor the request.

To score your quiz, Add your responses to statements 1, 3, and 9. This is your score for the authoritarian style.

Statements 4, 8 and 11 refer to the authoritative style.

Statements 6, 10, and 12 refer to the laissez-faire style.

Statements 2, 5, and 7 refer to the indifferent style.

The result is your classroom management profile. Your score for each management style can range from 3 to 15. A high score indicates a strong preference for that particular style. After you have scored your quiz, and determined your profile, read the descriptions of each management style. You may see a little bit of yourself in each one.

As you gain teaching experience, you may find that your preferred style(s) will change. Over time, your profile may become more diverse or more focused. Also, it may be suitable to rely upon a specific style when addressing a particular situation or subject. Perhaps the successful teacher is one who can evaluate a situation and then apply the appropriate style. Finally, remember that the intent of this exercise is to inform you and arouse your curiosity regarding classroom management styles.

The classroom management styles are adaptations of the parenting styles discussed in *Adolescence*, by John T. Santrock. They were adapted by Kris Bosworth, Kevin McCracken, Paul Haakenson, Marsha Ritter Jones, Anne Grey, Laura Versaci, Julie James, and Ronen Hammer.

Indifferent

The indifferent teacher is not very involved in the classroom. This teacher places few demands, if any, on the students and appears generally uninterested. The indifferent teacher just doesn't want to impose on the students. As such, he/she often feels that class preparation is not worth the effort. Things like field trips and special projects are out of the question. This teacher simply won't take the necessary preparation time. Sometimes, he/she will use the same materials, year after year.

Also, classroom discipline is lacking. This teacher may lack the skills, confidence, or courage to discipline students.

The students sense and reflect the teacher's indifferent attitude. Accordingly, very little learning occurs. Everyone is just "going through the motions" and killing time. In this aloof environment, the students have very few opportunities to observe or practice communication skills. With few demands placed on them and very little discipline, students have low achievement motivation and lack self-control.

According to one student:

This teacher can't control the class and we never learn anything in there. There is hardly ever homework and people rarely bring their books.

Mrs. Johnson is a good example of an indifferent teacher. She uses the same lesson plans every year, never bothering to update them. For her, each day is the same. She lectures for the first twenty minutes of class. Sometimes she will show a film or a slideshow. When she does, it becomes a substitute for her lecture, not a supplement. If there is any time left (and there always is) she allows students to study quietly and to talk softly. As long as they don't bother her, she doesn't mind what they do. As far as she is concerned, the students are responsible for their own education.

Laissez-faire

The laissez-faire teacher places few demand or controls on the students. "Do your own thing" describes this classroom. This teacher accepts the student's impulses and actions and is less likely to monitor their behavior.

Mr. Jones uses a laissez-faire style. He strives to not hurt the student's feelings and has difficulty saying no to a student or enforcing rules. If a student disrupts the class, Mr. Jones may assume that he is not giving that student enough attention. When a student interrupts a lecture, Mr. Jones accepts the interruption with the belief that the student must surely have something valuable to add. When he does offer discipline, it is likely to be inconsistent.

Mr. Jones is very involved with his students and cares for them very much. He is more concerned with the students' emotional well-being than he is with classroom control. He sometimes bases classroom decisions on his students' feelings rather than on their academic concerns.

Mr. Jones wants to be the students' friend. He may even encourage contact outside the classroom. He has a difficult time establishing boundaries between his professional life and his personal life.

However, this overindulgent style is associated with students' lack of social competence and self-control. It is difficult for students to learn socially acceptable behavior when the teacher is so permissive. With few demands placed upon them, these students frequently have lower motivation to achieve.

Regardless, students often like this teacher. A Middle School student says:

This is a pretty popular teacher. You don't have to be serious throughout the class. But sometimes things get out of control and we learn nothing at all.

Authoritarian

The authoritarian teacher places firm limits and controls on the students. Students will often have assigned seats for the entire term. The desks are usually in straight rows and there are no deviations. Students must be in their seats at the beginning of class and they frequently remain there throughout the period. This teacher rarely gives hall passes or recognizes excused absences.

Often, it is quiet. Students know they should not interrupt the teacher. Since verbal exchange and discussion are discouraged, the authoritarian's students do not have the opportunity to learn and/or practice communication skills.

This teacher prefers vigorous discipline and expects swift obedience. Failure to obey the teacher usually results in detention or a trip to the principal's office. In this classroom, students need to follow directions and not ask why.

At the extreme, the authoritarian teacher gives no indication that he\she cares for the students. Mr. Doe is a good example of an authoritarian teacher. His students receive praise and encouragement infrequently, if at all. Also, he makes no effort to organize activities such as field trips. He feels that these special events only distract the students from learning. After all, Mr. Doe believes that students need only listen to his lecture to gain the necessary knowledge.

Students in this class are likely to be reluctant to initiate activity, since they may feel powerless. Mr. Doe tells the students what to do and when to do it. He makes all classroom decisions. Therefore, his style does little to increase achievement motivation or encourage the setting of personal goals.

One Middle-school pupil reacts to this teaching style:

I don't really care for this teacher. He is really strict and doesn't seem to want to give his students a fair chance. He seems unfair, although that's just his way of getting his point across.

Authoritative

The authoritative teacher places limits and controls on the students but simultaneously encourages independence. This teacher often explains the reasons behind the rules and decisions. If a student is disruptive, the teacher offers a polite, but firm, reprimand. This teacher sometimes metes out discipline, but only after careful consideration of the circumstances.

The authoritative teacher is also open to considerable verbal interaction, including critical debates. The students know that they can interrupt the teacher if they have a relevant question or comment. This environment offers the students the opportunity to learn and practice communication skills.

Ms. Smith exemplifies the authoritative teaching style. She exhibits a warm and nurturing attitude toward the students and expresses genuine interest and affection. Her classroom abounds with praise and encouragement. She often writes comments on homework and offers positive remarks to students. This authoritative teacher encourages self-reliant and socially competent behavior and fosters higher achievement motivation. Often, she will guide the students through a project, rather than lead them.

A student reacts to this style:

I like this teacher. She is fair and understands that students can't be perfect. She is the kind of teacher you can talk to without being put down or feeling embarrassed.

Caring Teachers **By Kelly Short**

How do students define a caring teacher? This is the focus of a study currently underway at the Center of Adolescent Studies.

Darren Smith, a former teacher working on the project, said the data have been "most encouraging. Students want to be cared for and want the opportunity to care." Smith and others have been conducting personal interviews with sixth, seventh and eighth grade students. The students participating in the study come from two Indiana schools: a suburban and an inner-city school.

The interviews show that students have very complex ideas about what makes a caring teacher. The students frequently divided the attributes of a caring teacher into two categories: personal and academic. Personal attributes centered on the teacher's ability to talk to students, to listen to them and to help with personal problems. Academic attributes include helping with school work, tutoring students individually, setting student goals, and talking to students about their behavior.

Some differences between males and females were noted. Female students frequently mentioned the personal aspects like "helps you when you need help including personal problems." Male students concentrated more on the academic aspects. For example, several male students said caring teachers "take the time to make sure you understand."

"The students have a more sophisticated definition than one might assume," said Smith. The attributes students mentioned ranged from the basic "gives everybody a fair chance" to the insightful "takes the time to talk to parents and tells them what the student needs to do to succeed."

Quotes from kids:

Student responses when asked to "Describe a caring teacher"

- Doesn't want you to get C's and D's in your report card, and get grounded and not get an allowance.
- Takes the time to talk to parents and tells them what the student needs to do to succeed.
- Don't yell when you are the only one who does not understand something. Instead takes you aside and helps you understand.
- Is on your back a lot - tells you what to do, tells you to straighten up
- Will notice when something is wrong with you.
- Is like my math teacher who always stays after school to help people on their math because we always have trouble with it.
- Says 'Good job!' when you do well.
- If you are bad in school, s/he calls your parents because s/he cares about our behavior.
- Teaches you in a fun way and you learn more.

Communications Technology

To successfully apply communications technology in the classroom, teachers need to know how to use it to create meaningful learning opportunities for students. Like other instructional

materials, technology applications are not maximized unless students learn to use them as a tool for their own learning, such as collecting and analyzing data.

Technology extends the classroom by providing a connection to people and ideas all over the world. With a computer and a modem, students can communicate to any other location with the same equipment. In some classes, students engage in computer network-based projects to discuss issues, such as the greenhouse effect, with experts on a daily basis. Students become comfortable utilizing technology while learning subject matter.

High school teacher Sonny Magana uses the Internet and I*EARN network to enhance motivation and learning for his students. Recently, they tracked two explorers' journey to the geographic north pole (via daily dispatches sent to an electronic bulletin board). Students collected data on weather, Arctic ice shifts, and environmental degradation. The data were used as a springboard into learning activities on ecology, the balance of the food chain, and the flora and fauna. They also stimulated conversations about the local people of the north (the Inuit) overall weather patterns in the world, and the dangers of modern explorations.

Students did well on both traditional and alternative assessments, including individual projects. One student even said, "Sometimes the only reason I came to school was to plot the new data and see how far they got." Magana says the students did better because they were involved and applied the technology themselves.

Sonny Magana, Aces Alternative High School, 9700 Holly Drive, Everett, WA 98204. I*EARN, 345 Kear Street, Yorktown Heights, NY 10598

Mental Health Issues

Many students are affected by a variety of mental health situations that can inhibit learning. Many start as small challenges in social learning, but grow into situations which impair cognitive development. These problems often lead to lower academic performance and the student becoming frustrated with school. Often, the student starts to believe that there is no way to succeed. This issue deals with some of these social development issues and provides ideas for ways to create environments where these students can succeed.

Three common mental health problems found in adolescents are Attention Deficit Hyperactivity Disorder, depression (and suicide), and eating disorders. While these problems are very different from one another, their effects in the classroom can be similar. Students with any of these problems need special attention in order to succeed. This help may range from spending extra time explaining concepts to getting the student into treatment. The key is understanding these mental health issues and creating a classroom atmosphere conducive to learning - where all the students can be successful

Students must have a balance of 5 things:

- Belonging: a feeling of love, trust and attachment to others or institutions.
- Mastery: many ways to achieve should be possible.
- Independence: learning the difference between being a strong leader and an aggressor.
- Generosity: having opportunities to give to others helps young people learn to be caring.

•Stimulation: young people need to be provided with a variety of interesting, fun activities to stay engaged.

If any of these five virtues is missing or skewed, the child's risk of failure and potentially harmful behavior are increased.

As society continues its rapid change, teacher's expectations of students need to adapt. Too often, children do not receive support from outside the school. Therefore, the school becomes an important place to foster these five qualities. It may be the only place where the student receives the message, "You are valued." Therefore, it is one place where young people need to learn the skills that will socially and cognitively move them toward achieving a better balance.

Quiz on Depression, Suicide, ADHD (Attention Deficit Hyperactivity Disorders), and Eating Disorders

True or False

1. If you ask a person, "Do you feel like killing yourself?" this will increase the chances of a suicide attempt.
2. Teens who try to kill themselves are depressed.
3. Most suicide attempts are made by females.
4. Adolescents who have attentional, learning, or conduct disorders are at a higher risk for depression.
5. Those with ADHD have a short attention span.
- 6 Medication can cure ADHD.
7. ADHD is usually outgrown by late adolescence.
8. Anorexia causes death in 1 of 10 sufferers.
9. Anorexia nervosa and bulimia are only psychiatric disorders.
10. Bulimics tend to be extremely thin.
11. 90% of eating disorders occur in females.

Answers to: Quiz on Depression, Suicide, ADHD (Attention Deficit Hyperactivity Disorders), and Eating Disorders

1. If you ask a person, "Do you feel like killing yourself?" this will increase the chances of a suicide attempt.

F: Discussing potential suicide shows the person you care.

2. Teens who try to kill themselves are depressed.

F: There are many different reasons why people try to kill themselves including depression, major life transitions, and substance abuse problems.

3. Most suicide attempts are made by females.

T: Females are 4-5 times more likely to try to kill themselves, however, males are 4-5 times more likely to succeed in killing themselves.

4. Adolescents who have attentional, learning, or conduct disorders are at a higher risk for depression.

T: The frustration felt by these children increases their tendency to suffer from depression.

5. Those with ADHD have a short attention span.

F: People with ADHD are distractible meaning that everything catches their attention. People with short attention spans simply lose interest in what is going on around them.

6. Medication can cure ADHD.

F: Medication can treat the symptoms of ADD/ADHD allowing the sufferers to lead more normal lives.

7. ADHD is usually outgrown by late adolescence.

F: Only about 20% of ADD/ADHD sufferers outgrow their condition by the time they are adults.

8. Anorexia causes death in 1 of 10 sufferers.

T: While 10% of anorexics die, the other 90% of cases result in health problems ranging from weakened bones to heart disease. Anorexia can also cause severe depression which can lead to suicide.

9. Anorexia nervosa and bulimia are only psychiatric disorders.

T: Both are psychiatric disorders, but include many physical complications.

10. Bulimics tend to be extremely thin.

F: Most sufferers of bulimia are average to overweight. Due to their condition, their metabolic rates slow and digestion takes place higher in the digestive system than normal.

11. 90% of eating disorders occur in females.

T: Only about 10% of eating disorder sufferers are male.

ADHD - A Teacher's Story

Mike, please stop it.

Are you paying attention, Mike?

Here, I'll write the assignment on the board for you to copy down.

Mike, can you repeat back to me what I just said?

These are the things I say every day. I teach 7th grade English. Mike, like a growing number of students, has been diagnosed with ADHD (Attention Deficit Hyperactivity Disorders).

In my experience with Mike and other students with ADD (Attention Deficit Disorder) and ADHD, I have come to view these children with mixed feelings. On one hand, they are likable, friendly, and caring. On the other hand, they are difficult to get through to, time consuming and easily distracted. Students with ADHD also tend to distract their classmates.

While I have no answers for working with these kids, I have found some things that tend to make the classes run more smoothly and help all of the kids succeed in my classroom:

- Be patient. These kids need lots of extra attention and tend to need lots of things repeated. Also, be prepared to feel guilty about all the attention you'll be giving this child.
- Sit the student close to the teacher's desk. This gives you not only more control over the child's activities, but also allows you to help him/her more readily.
- Be an understanding teacher - not a disciplinarian.
- Have the student repeat instructions and concepts back to you to be sure that he/she was listening.

- Use both oral and written instruction.
- Limit distractions as much as possible.
- Have lots of things for the student to do.
- Have a predictable classroom.

If you have a student who cannot sit still and seems to be turning off mentally during class, refer the student to the school counselor. If the student has ADD/ADHD, he or she may experience significant improvement with treatment. I have seen failing children become good students after starting treatment for ADD.

Depression in School

A Student's Trial

Contributed By Alexandra Madison

Teachers are trained to handle students who lack discipline, the slow learners, the extremely bright, and even kids faced with ADHD. What I've discovered, though, is that they aren't prepared to teach the students suffering from depression. Just like anyone else, teachers are very perceptive when it comes to identifying disturbed, possibly depressed students in their class, yet they often seem incapable of and uninterested in helping that student. When I was depressed my sophomore and junior years in high school, the academic world was the last place I wanted to be. Like anyone suffering from depression, I wasn't deliberately trying to disrespect the teacher's efforts to conduct a class, but the depression overwhelmed me so that I could only see things in the broad spectrum, as opposed to concentrating on one situation at a time, such as a single class.

I found that the majority of my teachers dealt with me in one of two ways. The solution easiest for them was to ignore the fact that I wasn't absorbing any of the information being taught and simply assume that the apathy they perceived was typical of high schoolers. The other path was that of talking to me on a personal level. I think we are all aware of the very well defined student-teacher line; therefore, for teachers to ask the student to discuss their problems puts them in a very awkward position. Teachers are different from other adults because they hold a position of superiority over students that is especially apparent when discussing something of a personal matter.

Teachers can help to lighten a depressed student's load by creating a comfortable classroom where the student knows he/she is cared for and where the student doesn't have a time limit to suddenly cheer up. Depression takes a lot of time to get over, and school does not have to be a negative place of responsibility. If I had had a teacher that did at least one of the following things during the period of time I was depressed, I might have turned my act around a little sooner, or I might have had a more positive outcome in school.

Three tips for dealing with students who are depressed in the classroom:

1. Don't ignore depressed students. It shows that you don't care and invites the students to give up, guaranteeing their failure. Draw them out in class discussion and do whatever it takes to stimulate their minds so that they don't, in turn, learn to ignore you.
2. Let them know that you care, but without getting too personal. Help them to update any missing assignments, or set up extra study time - whether they accept your efforts or not all depends upon the severity of the depression . The fact that you've proven you care can make all the difference in the world.
3. Never give up on the student - regardless of how long they haven't wanted to put forth any effort in your class. Students can tell when a teacher no longer believes in them and expects them to fail, and it only ends up making the situation worse than necessary.

Jamie - Trying to Fit In
A Former Student's Perspective
By: Jamie Cashin

For as long as I have been conscious of my own impact on the world I have been aware, painfully so, that I am not like everyone else. I had tried and tried for years to understand why. I had trouble socially in just about every setting all my life. For me, school was more the "prison" most kids describe than I think they really mean. When I graduated from post-secondary education I thought my life was finally under my own control. I thought I could finally go to work and be taken seriously. After 4 years of working as a software developer, nothing had really changed. I still felt like an outsider. The best trick for understanding another person's behavior is to put yourself in their shoes! Try for a moment to imagine being a child with ADD sitting in a classroom and trying to do what you are being told, all the time. If you're having trouble with this one...might I suggest you turn on three radios on different stations in the messiest room of the house, just after supper. Drink 10 cups of coffee and have your mother-in-law call you on the telephone. Now try to do your taxes. Oh, and you're not allowed to get up from your chair for at least a half hour.

This may amuse some, but it's a painfully real analogy. There's a storm going on in the head of a person with ADD. But the storm never stops. Imagine trying to fit into society with a problem like that! One of the biggest challenges we children with ADD face is trying to help others understand us, while at the same time, trying to understand ourselves! A daunting task for a child!

Any advice on how to help a child with ADD will probably apply to any non-ADD child as well. The widely touted techniques of individualized attention, rewards, structure, discipline, rules, novelty or situation and motivation have been rehashed time and time again by authors.

- As far as a classroom setting will allow, let us control when we are the center of attention.
- You may be surprised to find that we don't always want to be the shining star. I found (and still do) that sometimes I wanted to be the center of attention and sometimes I did not. But, I do know that I always wanted to be in control.

- I hated it when I realized I had done something wrong and the teacher publicly drew attention to the fact. I also hated it when I did something right and the same happened. If you're right too often in school, you become the "teacher's pet"; wrong too often and you're a "dunce." Praise us, but please, not too loudly. When we seem surprised by our successes, then it's usually safe to publicly praise us! We need the praise and reassurance, but often we are uncomfortable with the publicity.

- At the same time, please don't ridicule us when we make mistakes. When this happens, we stop trying for fear of failure leading to ridicule. "You can't fail if you don't try" the child thinks...but the sad part is you can't succeed either. When I tell people this, they say they do not ridicule, yet they see nothing wrong with the phrase, "Johnny, you know better than that": With rare exceptions, most people do not set out to fail. Because of this, it should be obvious that Johnny did NOT know better. Watch your words, they can cut like a knife.

- Give us our dignity. This is true for all people. If you give respect and dignity, you often earn more respect for yourself.

- Finally, a few more simple points:-*

When in doubt, ask us!
We do not willfully misbehave
Don't try to fit us into the square hole - sometimes we need to be forced through a different hole.

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Let us assist in your evaluation as the school administrator. Together we define your goals and objectives, design a method of documenting achievement, and carry out an ongoing evaluation which terminates in a well organized summary of success. We sign the master copy for you to present to the board, pastor, superintendent, and others as you deem appropriate. This can be in addition to any diocesan mandated administrator evaluation or in conjunction with that evaluation. Often the Catholic School Administrator goes unevaluated which can lead to serious consequences. We work with you to produce a documented report identifying your accomplishments in concrete terms.

Direct, Immediate Help For Assisting Teachers to Improve Classroom Instruction

You tell us the concern and we help write the plan of action for improvement; you also receive supporting materials to enable the plan to work.

Guide Lines For Evaluating Teachers, Secretary, Custodians, Cooks, Other Staff

It is always good to have a second review for your evaluations. Let us look them over and add supporting materials that provide additional food for thought.

Prayer Services For Staff Meetings and Parent Club Meetings

Each month you receive prayer services for your faculty meeting; these are extensive services that help promote the school faith community. Certainly they can be a base for you to rework and add your own touches, or give them to

the prayer leader and have that person add his/her special gift. Assist your Parent Club president by giving them a suggested prayer service for each meeting. Line up the prayer leader in advance so ample time can be given to this most important part of the meeting. Remind the staff and parents that whenever we gather in the Lord's name Jesus is among us in a special manner. As a bonus we will provide special monthly bulletins for your Parent Club president stressing some aspect of our Catholic Faith for use at the meeting or for a letter home which reminds them of the meeting.

Paraliturgical Services For Students

Each month there are opportunities for the students to learn and reflect on the rich services of the Church. We provide guidelines and suggested format for calling the students to prayer. Services to honor saints, sacramental devotions, learning occasions, special academic religious practices, all to be held in the church to help students further develop their prayer life and an appreciation for the Church's 2013+ year history.

Please go to: thecatholicschooladministrator.org and read the article we published 13 years ago commenting on the Catholic Schools by our Australian friend – *A Look at Needs in Catholic Schools* by Robert Kramsky, Australian Catholic School Convention, June 21, 1999, Sydney Convention and Exhibition Centre, Darling Harbour, Sydney (yes, it is dated, but the truths in it are relevant right now GJS; it was a great convention)



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