

**The Power of Fairness: Fostering a Pro-Social,
Emotionally Competent Student Mindset to Grow and
Thrive**

Practical Ideas and Workable Solutions

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Relevant Disclosure

- Author of the Disruptive Mood Questionnaire (Guinti, 2024)
- Editor of Handbook of DMDD (Springer, 2024)
- Editor in Chief, JAD
- Coauthor: CEFI, ASRS, RSI, CAS 2 and RISE
- Coauthor: Handbook of DSM 5 in Children
- Compensated Speaker

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Sam obtained his Ph.D. in School Psychology from the University of Utah and is licensed as a Psychologist and Certified School Psychologist in the State of Utah. He is also board certified as a Pediatric Neuropsychologist and listed in the Council for the National Register of Health Service Providers in Psychology. He is a Fellow of the American Psychological Association and the National Academy of Neuropsychology. Sam is an Adjunct Assistant Professor in the Department of Psychiatry at the University of Utah School of Medicine. He has authored, co-edited, or co-authored over 50 clinical and trade publications, three dozen chapters, nearly three dozen peer-reviewed scientific articles, and eight psychological and neuropsychological tests. He is in development for a behavioral assessment tool to evaluate DMDD and is editing a clinical volume about DMDD. Sam is the Editor in Chief of the *Journal of Attention Disorders*. Since 1980, he has served as the Clinical Director of the Neurology, Learning, and Behavior Center in Salt Lake City, Utah.



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This presentation is about a critical trait we and our ancestors evolved over millions of years: **Fairness**



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Goals

- To understand the forces that shape a fairness mindset, including genetics, Make a timeline of the important historical events or list historical contributions made by the LGBTQIA+ Community. **brain functioning, and past and present experience.**
- To know why fairness is a critical component of an effective, safe classroom and how to honor and promote its value in learning and in life.
 - To develop techniques to help students strengthen their social and emotional skills and to build connections with peers, family and other adults in their lives.

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Teaching children about fairness is essential for their personal and social development

- **Development of Moral Compass:** Fairness helps children differentiate between right and wrong, aiding in the establishment of a strong moral foundation.
- **Building Trust:** Children who learn the value of fairness are more likely to be trustworthy, fostering stronger relationships with peers and adults alike.
- **Promotes Equality:** Teaching fairness ensures children understand the importance of equal treatment, regardless of race, gender, religion, or socioeconomic background.
- **Conflict Resolution:** Children who understand fairness can address disputes more effectively and constructively, reducing the likelihood of prolonged disagreements or resorting to aggression.
- **Fostering Empathy:** Recognizing fairness often requires understanding another person's perspective, which helps develop empathy—an essential skill for emotional intelligence.

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Teaching children about fairness is essential for their personal and social development

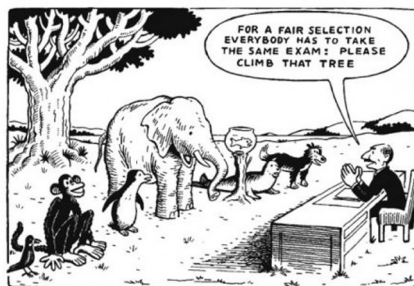
- **Social Cohesion:** A sense of fairness helps children work collaboratively in group settings, understanding that collective success often hinges on everyone being treated justly.
- **Promotion of Accountability:** Fairness teaches children to take responsibility for their actions. When they commit an unfair act, they learn to acknowledge it and make amends.
- **Building Self-Esteem:** Children who practice fairness and experience it in return develop a sense of self-worth, knowing they are valued as equal members of their community.
- **Preparation for Adulthood:** As children grow into adults, a strong sense of fairness will guide them in their personal and professional relationships, ensuring they navigate complex situations ethically.
- **Establishing a Just Society:** On a broader scale, children who are taught fairness contribute to building a more just and equitable society. As they grow up, they'll carry these values with them, influencing policies, decisions, and social norms for the better.
- Teaching fairness is not just about individual growth but about creating a world that values each individual and strives for collective well-being.

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By honoring the power of a fair mindset, we can help students achieve in the classroom and in life.

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What is Fairness?



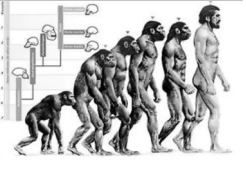
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Us

- Who are we?
- Where did we come from?
- How did we get here?
- Where are we going?

List some interesting facts about LGBTQIA+ Pride Month. Here are a few examples:

- The LGBT rights movement in the US was kickstarted in 1969 with the Stonewall riots.
- The first Pride parade was held in New York City in 1970.
- President Obama announced the designation of the first national monument to LGBTQIA+ rights in 2016.



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“Species that cooperate with each other are more likely to survive than those who work on their own.”

Make a timeline of the important historical events or list historical contributions made by the LGBTQIA+ Community.

~ Bruce D. Perry, *The Boy Who Was Raised as a Dog*

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But It’s Not So Simple!

“We analyze coevolution of strategies and payoffs and find that, as individuals maximize the benefits of cooperation, they often pave the way for its collapse.”

Proc Natl Acad Sci U S A. 2014 Dec 9; 111(49): 17558–17563.
Published online 2014 Nov 24. doi: 10.1073/pnas.1408618111
PMCID: PMC4267341
PINEID: 25423421
Evolution, Social Sciences
Collapse of cooperation in evolving games
Alexander J. Stewart and Joshua B. Plotkin1

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Game Theory Calls Cooperation Into Question

Both cooperators and defectors are often found at appreciable frequencies in nature. The predicted prevalence of these behaviors depends critically on the payoffs resulting from social interactions. Understanding the feedback between strategy evolution and payoff evolution is therefore critical for understanding social interactions in natural populations.

Proc Natl Acad Sci U S A. 2014 Dec 9; 111(49): 17558-17563.
Published online 2014 Nov 24. doi: 10.1073/pnas.1408618111
PMCID: PMC4267341
PMID: 25422421
Evolution, Social Sciences
Collapse of cooperation in evolving games
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Our Evolution: The Great Leap Forward



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The Evolution of Fairness

Our brains were large one million years ago but we were not very smart. We lived in larger and larger family group.

The group became greater than the sum of its parts. Survival was enhanced when members treated each other fairly.

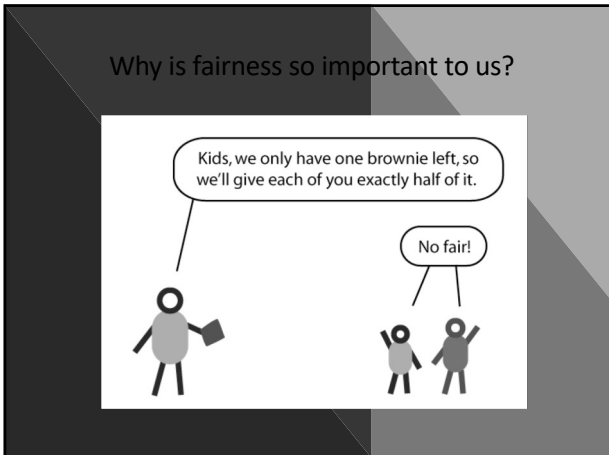
Then about 40,000 years ago a fortunate mutation in our brains gave us the capacity to think one thing and say something else! Fairness became a matter of convenience. Then specialization grew and fair treatment became forever intertwined with the differing value assigned to group members.



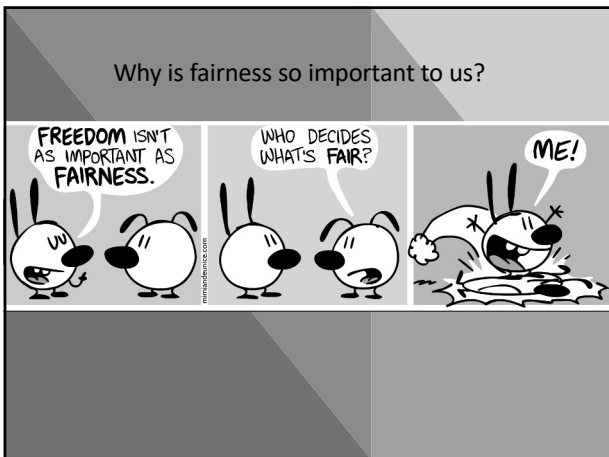
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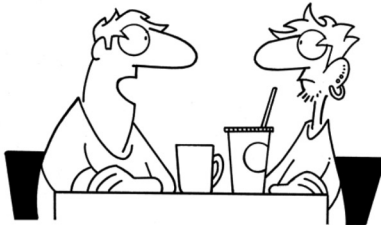
Why is fairness so important to us?



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Why is fairness so important to us?

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"You're right, son, it is unfair that some people earn more money than others. To make it fair, take over my job and support me while I go back to college!"

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Fair Versus Unfair

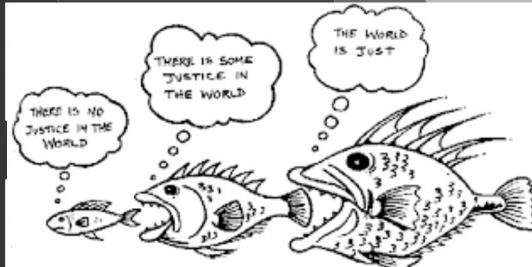
© MARK ANDERSON WWW.ANDERSTOONS.COM



"Talk about unfair! I spent all day going store to store looking for paternity clothes, and guess what..."

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Fairness is Personal



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Why is fairness so important to all species?



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Measured Fairness



Make a timeline of the important historical events of the 20th century.

A concept developed in Game Theory.



Being fair to yourself first than to others.



Knowing when you must put yourself first



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Fairness Matters to Monkeys



<https://www.youtube.com/watch?v=-KSryJXDpZo>

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Fair Stories

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**Fairness Discussion:
The Babysitter**

Now that you have seen the monkey respond to the cucumber, would you hire that monkey to babysit your baby monkey this weekend?

Why or why not?

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**Reina and Her
Mother: Trust
Begins**



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**The Mother
Infant Dance:
Predictability
Develops**

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**Sam's Seatmate Adrian
on a Recent Flight:
My World is Safe**



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**Fairness Discussion:
What does fairness look like to students?**

- What are some of the comments from students around fairness?
- What are your responses to those comments?
- What are some of the behaviors you see as a result?

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Questions to Consider

- What might be perceived as unfair to a student?
- If a student feels that you have been unfair, that is in grading, or in positive or negative reinforcement, what will the emotional response look like?
- When a teacher favors one or more students over others who try to win the teacher's affection or live up to the teacher's expectation but still never get called on, what do they feel like?
- Might issues of fairness lead to a student becoming hostile and resisting the teacher's requests? Will the student then be labeled?

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Sound Familiar?

A school board member's child is treated with preference in private schools.

Super aggressive parents' children are treated with deference and preference.

Girls and boys are disciplined differently. One child always called on. Another never called on.

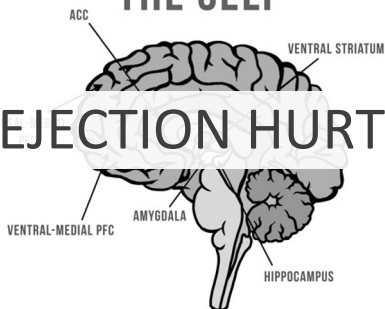
Teachers are meant to keep their religious backgrounds hidden but are allowed to share political leanings.

Students get in trouble for swearing but not bullying.

More girls than boys receive higher conduct scores.

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THE SELF REJECTION HURTS!!



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Rejection Hurts the Mind and the Brain



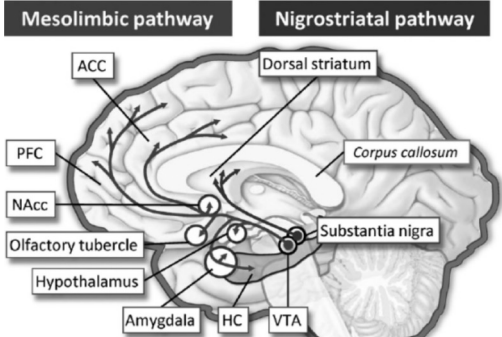
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When people feel treated unfairly, several regions of the brain are activated as they process the emotional, cognitive, and social aspects of the experience. While individual responses can vary based on personal experiences, cultural background, and individual temperaments, research has highlighted the following brain areas and processes in response to perceived unfairness.

Make a connection to the text by writing a response to the following question: How does the brain respond to perceived unfairness? Community

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Fair Treatment on The Brain



The function of the mesolimbic dopaminergic pathway, particularly the projection from the VTA to the nucleus accumbens, has been strongly implicated in goal-oriented (motivated) behaviors, in addition to reward, attention, and pharmacologically induced locomotion.

The main function of the nigrostriatal pathway is to influence voluntary movement through basal ganglia motor loops. Along with the mesolimbic and mesocortical dopaminergic pathways, the nigrostriatal dopamine pathway can also influence other brain functions, including cognition, reward, and addiction.

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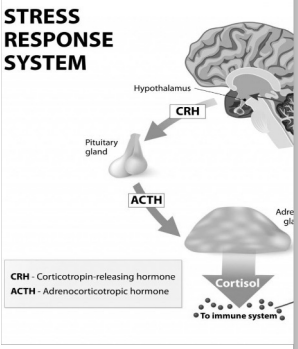
Our Brains are Sensitive to Fairness

- **Anterior Insula:** This region is activated when people perceive unfairness or are victims of injustice. The anterior insula is involved in processing negative emotions, particularly feelings of disgust. When someone feels that they've been treated unfairly, this region can elicit feelings of aversion.
- **Anterior Cingulate Cortex (ACC):** This area detects cognitive conflict and plays a role in error detection. When someone perceives unfairness, the ACC might signal that something is "wrong" with the situation.
- **Amygdala:** This almond-shaped set of neurons is key for emotional processing. When one experiences perceived threats or negative emotions related to unfairness, the amygdala is activated. The heightened amygdala activity can lead to increased feelings of fear or anger.
- **Dorsolateral Prefrontal Cortex (DLPFC):** This area of the brain is associated with cognitive control, moral decision-making, and perspective-taking. When faced with unfairness, the DLPFC can help an individual weigh the consequences of their potential responses.
- **Striatum:** Particularly the ventral striatum, is involved in reward processing. In the context of social interactions and fairness, activity in the striatum can reflect how individuals evaluate outcomes. Decreased activity might be seen when rewards are perceived as unfair.
- **Ventral Medial Prefrontal Cortex (vmPFC):** This region is associated with evaluating the emotional significance of events, decision-making, and understanding the perspective of others. When faced with unfairness, the vmPFC might help individuals understand the motivations of others or decide how to respond.

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Unfair Treatment on The Brain and Body

After the amygdala sends a distress signal, the hypothalamus activates the sympathetic nervous system by sending signals through the autonomic nerves to the adrenal glands. These glands respond by pumping the hormone epinephrine (also known as adrenaline) into the bloodstream



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Neurological development is not a simple process of gradual growth from simple to complex.

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Make a timeline of the history of the LGBTQIA+ Community.

Compared with the brain of the child, representation of function in the adult brain is likely to be more focal, to make greater use of inhibitory processes, and to implicate non-cortical regions associated with the automatization of skills.

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Children are genetically endowed with certain patterns/traits of thought and behavior.

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What Are These Traits?

- The drive to help.
- The drive to mastery.
- **Intuitive optimism.**
- **Intrinsic motivation.**
- **Altruism.**
- **Problem solving.**
- **Social connection.**
- **The drive to acquire knowledge and develop intelligence.**
- **Fairness.**

List some interesting facts about LGBTQIA+ Pride Month. Here are a few examples:

- The United States' first Pride event in the US was kickstarted in 1969 with the Stonewall riots.
- The rainbow flag was designed in 1978 by Gilbert Baker.
- President Obama announced the designation of the first national non-holiday month for LGBTQIA+ Pride in 2010.

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Caregivers are the architects of the way in which experience influences genetically preprogrammed but experience dependent brain development.

Daniel Siegel
The Developing Mind

46

Rejection Hurts the Mind and the Brain

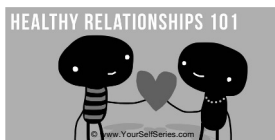
Caregivers create an environment in which instinctual optimism, resilience and self-discipline can flourish.



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Brain development requires social relationships, emotional experiences and cognitive opportunities."

Immordino-Yang, et al. The Aspen Institute, 2018



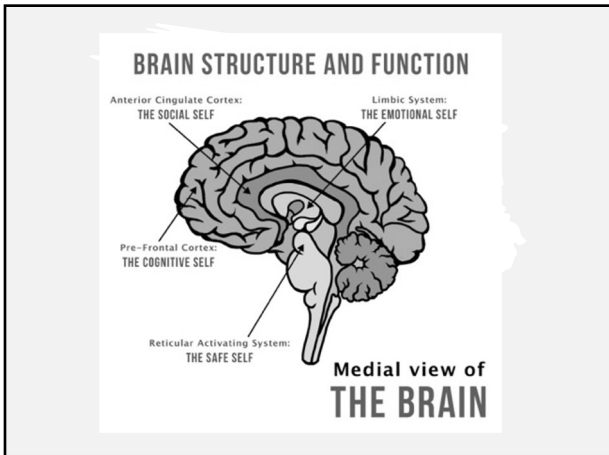
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Social Self

Refers to the aspect of self that is constructed around one's interactions with others and their place within the social environment.

It includes perceptions about how we are seen by others, our social roles, the relationships we have, and our understanding of social norms.

Our social identity, which includes group memberships like race, gender, nationality, etc., is also part of the social self.

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Emotional Self

Refers to one's awareness of their own emotional states, how one manages and expresses emotions, and how one's emotions affect their behavior and decisions.

The emotional self is closely tied to emotional intelligence, which includes abilities such as recognizing emotions in oneself and others, regulating emotions, and using emotional information in decision-making.

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Cognitive Self

Refers to the processes and abilities related to thinking, reasoning, problem-solving, and knowledge.

It includes one's self-concept related to intellectual abilities, self-efficacy in cognitive tasks, and the strategies one employs for learning and understanding.

The cognitive self encompasses how we perceive, interpret, and organize information about ourselves and the world around us.

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Safe Self

The term "safe self" isn't as commonly used in the same canonical sense as the previous terms, but in contexts where it is referenced, it generally pertains to the aspect of self that feels secure, protected, and free from harm or threat.

This could relate to physical safety, emotional safety, or psychological safety. In therapeutic contexts, for example, a "safe self" might refer to the state or part of an individual that feels grounded and secure, even when other parts might feel vulnerable or threatened.

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Together, these different "selves" form a holistic view of an individual, encompassing their interactions with others, their internal emotional world, their cognitive processes, and their sense of security and safety.

They can be especially important in various therapeutic, educational, and developmental contexts, as understanding and nurturing each aspect can promote overall well-being and growth.

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Behavior is Communication



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What is behavior telling you?


Describe a student's behavior and what it might be telling you about his/her world in relation to fairness.

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Behavior can also represent how we react to being treated unfairly.

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Invite questions from the audience.

And we often punish behavior that is actually communication.

And the cycle is reinforced.

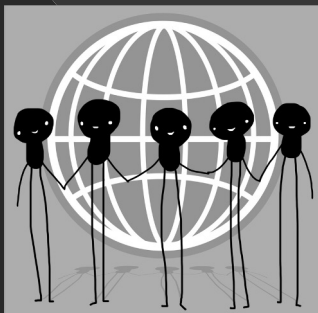
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In normal children, perceptual, affective and neuro-regulatory mechanisms predispose young infants to engage in social interaction from very early on in their lives. To seek out the company of others to help and be helped.

We're hard wired to socialize.

61

What Benefits Do We Derive From Socialization?



- Support
- Survival
- Affiliation
- Pleasure
- Procreation
- Knowledge
- Friendship
- Fairness

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Social Emotional Learning (SEL)

SEL is a framework for understanding and teaching social and emotional skills.

SEL aims to empower students to manage emotions, build strong relationships, and make responsible decisions.

While originally developed with school-aged children in mind, SEL can be applicable across all age groups, including in corporate environments and other adult educational settings.

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Components of Social Emotional Learning (SEL)

1. Self-Awareness:
Emotional Awareness: Recognizing and understanding one's emotions.
Self-Confidence: Having a strong sense of one's own self-worth and capabilities.

2. Self-Management:
Impulse Control: Being able to control impulses and behave in accordance with rules and social norms.
Stress Management: Effective ways to manage and reduce stress.
Self-Discipline: The ability to regulate oneself and to accomplish goals.

3. Social Awareness:
Empathy: Understanding and sharing another person's feelings.
Perspective-Taking: Being able to look at situations from someone else's point of view.
Respect for Others: Recognizing and appreciating individual and group similarities and differences.

4. Relationship Skills:
Communication: Effective verbal and non-verbal communication skills.
Collaboration: Working well with others, including in a team.
Conflict Resolution: Resolving disagreements in a constructive way.

5. Responsible Decision-Making:
Problem Identification: Recognizing a problem and understanding it clearly.
Evaluating Consequences: Considering the consequences of various actions or choices.
Ethical Responsibility: Making choices that are respectful to others and to oneself.

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Abilities and Skills Needed to Apply Social Emotional Learning Effectively

Emotional Intelligence: Being in tune with your own emotions as well as others'.

Mindfulness: Practicing being present can help you better understand your emotions and thoughts.

Active Listening: Truly hearing what someone else is saying, without immediately formulating your response, is crucial for effective communication.

Conflict Resolution: The ability to mediate and find compromise is key for many aspects of SEL, particularly in relationship skills.

Critical Thinking: This skill is particularly important in responsible decision-making, as it allows for evaluating consequences effectively.

Adaptability: Being flexible in thoughts and actions can greatly aid in self-management and social awareness.

Collaboration and Teamwork: Being able to work effectively with others is crucial for several SEL competencies.

AND

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friend

Noun
 A person whom one knows and with whom one has a bond of mutual affection, typically exclusive of sexual or family relations.

Verb
 Add (someone) to a list of contacts associated with a social networking Web site.

Synonyms
 pal - mate - chum - buddy - comrade - fellow - companion

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friendship

noun

1. the state of being a friend; association as friends; to value a person's friendship.
2. a friendly relation or intimacy.
3. friendly feeling or disposition.

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Go through your phone book, call people and ask them to drive you to the airport. The ones who will drive you are your true friends. The rest aren't bad people; they're just acquaintances.

Jay Leno (1950 -)

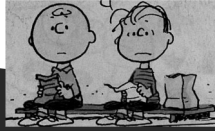
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The Power of Connections and Care

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Social Engagement

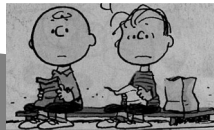
- What goes through a child’s mind when he/she thinks about other children?
- Does he/she understand their social relations?
- Does he/she search for rules that would allow classification of relationships?
- What does he/she attribute as far as motives and behaviors as a result?



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Social Engagement

- Does he/she impute motives and beliefs to them in order to better predict their behavior?
- Does he/she impute motives to the self when planning a course of social engagement?
- In what ways are her/his social thoughts similar to others?



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Social competence is an ability to take another’s perspective concerning a situation and to learn from past experience and to apply that learning to the ever changing social landscape.

~ Margaret Semrud-Clikeman

72

Before you embark on a journey of revenge, dig two graves."

invite questions from the audience.

~Confucius

73

The first step is creating a safe space....



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**Ask Yourself:
How do I create a safe space?**

- What would my students say about my classroom?
- Who decides the rules and the consequences?
- What ways do I try to connect with my students, from their point of view?

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Provide Feedback That Feels Fair



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"People don't care how much you know until they know how much you care."

~Theodore Roosevelt

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WHY IS HAVING EMPATHY IMPORTANT?



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Feelings

Help Students Recognize and Label Them

- Use hand puppets, emojis, to help familiarize and label.
- Mirror the feelings you see them having.
- Validate the feelings so they recognize we all have them.
- Discuss the feelings that others have—in a book, in the news, locally.
- Play the Pyramid Game.
- Model a new emotion each day and talk about it.

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Awareness

Help Students Develop Awareness

List some interesting facts about LGBTQIA+ Pride Month. Here are a few examples:

- How do people act when they feel happy?
The parade started in 1969 with the Stonewall riots.
- How do people act when they feel hurt, sad, anxious?
The rainbow flag was designed in 1978 by Gilbert Baker.
- How do those behaviors impact you?
President Obama announced the designation of the first national LGBTQIA+ Pride Month in 2016.
- How might your behaviors impact others?
- Are moods contagious?

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Involvement

Help Students Realize Their Innate Motivations to Be Social

- How can we help people to feel valued?
- How can we help people to feel included?
- Incorporate project-based learning and service learning.
- Discuss the differences between extrinsic and intrinsic motivations—grade level

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Recover

Help Students Recover from Unfairness

- Teach students the power of fairness and therefore, the impact an unfair event can cause. It's painful and destructive to our social and emotional selves.
- But we can recover!
- We can teach others who are unfair that their unfairness has a greater impact than they think.
- We can rise above injustice and be better people ourselves.
- We can recognize that sometimes when other people are hurting, they lash out in unfair ways and one way to help them is to connect with them through compassion, communication, empathy and forgiveness.

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Forgiveness

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Seven Steps To Create a Fair Classroom

1. Know yourself and when you are having a bad day. Correct it right away, or let the students know what is happening, if appropriate.
2. Promote gender (and racial) equality in all subjects. Give equal praise and expectations in math and science for girls and reading and writing for boys.
3. Apologize when you make a mistake or have a misunderstanding. You will be a great role model.
4. Create well-developed lesson plans, an organized classroom and clear expectations for all students. Be prepared every day. Make sure that all of your materials are gathered ahead of time.

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Seven Steps To Create a Fair Classroom

- 5. Collaborate with students on projects and let them help to make classroom decisions.
- 6. When selecting students to either participate in question and answer or to help out in the classroom, always do it by random draw, and keep track of whom you have called upon. Help a struggling student individually.
- 7. Keep accurate assessment records. In addition to telling parents, let students know their grades and where they need improvement.

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Celebrate a Fair Mindset in Your Classroom Community

- Create "Random Acts of Fairness" at school.
- Let a person with 3 items go before you in your community.
- Support your co-workers' ideas during team meetings.
- Teach coaches about the relevance of fairness on the playing field.



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A Ten Lesson Guide to Cultivating Fairness and a Just Perspective

Sams Goldstein, Ph.D.



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Introduction

In this guide, the process of understanding, experiencing, and teaching ensures that students develop a robust and actionable comprehension of fairness, applicable across varied contexts.

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Lesson One: Defining Fairness

- Exercise 1: Brainstorming session on what fairness means to each student.
- Exercise 2: Group discussion on a short story where fairness was compromised.
- Exercise 3: Individual reflection journals.

STRATEGY

Incorporate personal experiences with fairness.

GOAL

Establish a foundational understanding of fairness.

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Lesson Two: Fairness Versus Equality

- Exercise 1: Visual representation using different sizes of glasses and water to demonstrate equity vs. equality.
- Exercise 2: Role-playing in different scenarios.
- Exercise 3: Class debate on fairness vs. equality.

STRATEGY

Contrast and compare through visualization

GOAL

Differentiate between equality and equity.

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Lesson Three:

- Exercise 1: Brainstorming session on what fairness means to each student.
- Exercise 2: Group discussion on a short story where fairness was compromised.
- Exercise 3: Individual reflection journals.

STRATEGY
Incorporate personal experiences with fairness.

GOAL
Establish a foundational understanding of fairness.

94

Lesson Four:

- Exercise 1: Brainstorming session on what fairness means to each student.
- Exercise 2: Group discussion on a short story where fairness was compromised.
- Exercise 3: Individual reflection journals.

STRATEGY
Incorporate personal experiences with fairness.

GOAL
Establish a foundational understanding of fairness.

95

Lesson Five:

- Exercise 1: Brainstorming session on what fairness means to each student.
- Exercise 2: Group discussion on a short story where fairness was compromised.
- Exercise 3: Individual reflection journals.

STRATEGY
Incorporate personal experiences with fairness.

GOAL
Establish a foundational understanding of fairness.

96

Lesson Six:

- Exercise 1: Brainstorming session on what fairness means to each student.
- Exercise 2: Group discussion on a short story where fairness was compromised.
- Exercise 3: Individual reflection journals.

STRATEGY

Incorporate personal experiences with fairness.

GOAL

Establish a foundational understanding of fairness.

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Lesson Seven:

- Exercise 1: Brainstorming session on what fairness means to each student.
- Exercise 2: Group discussion on a short story where fairness was compromised.
- Exercise 3: Individual reflection journals.

STRATEGY

Incorporate personal experiences with fairness.

GOAL

Establish a foundational understanding of fairness.

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Lesson Eight:

- Exercise 1: Brainstorming session on what fairness means to each student.
- Exercise 2: Group discussion on a short story where fairness was compromised.
- Exercise 3: Individual reflection journals.

STRATEGY

Incorporate personal experiences with fairness.

GOAL

Establish a foundational understanding of fairness.

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Lesson Nine:

- Exercise 1: Brainstorming session on what fairness means to each student.
- Exercise 2: Group discussion on a short story where fairness was compromised.
- Exercise 3: Individual reflection journals.

STRATEGY
Incorporate personal experiences with fairness.

GOAL
Establish a foundational understanding of fairness.

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Lesson Ten:

- Exercise 1: Brainstorming session on what fairness means to each student.
- Exercise 2: Group discussion on a short story where fairness was compromised.
- Exercise 3: Individual reflection journals.

STRATEGY
Incorporate personal experiences with fairness.

GOAL
Establish a foundational understanding of fairness.

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Equity Sticks



Equity sticks are a cheap and powerful way to check your biases at the door. Simply buy a box of popsicle sticks (or index cards, or bookmarks, or anything compact, really), use a Sharpie to write one student's name per stick, and toss them all into a cup or jar next to a second, empty cup for the "used" sticks. Each time you facilitate a class discussion, pull out an equity stick at random and ask that student to share. Once they have participated, toss their stick in the other cup, and keep on doing this until you've cycled through the class.

Shane Safir
<https://shanesafir.com/>

102

Experiment With Discussion Structures

Think-Pair-Share
Each student silently thinks (and maybe also reads and/or writes) about a prompt, text, or question. Students then pair up and share their ideas.

Quote Mixer
Each student is given a different quote or other form of text (this could be an image or graph, for example). Students move around the room, pair up, share their text and response to it, switch cards, find a new partner, and repeat for 1-2 additional rounds.

Talking Pennies
In groups of 3-5, students are given a question or set of questions to discuss. Each student receives an equal number of pennies. Each time someone participates, they must first put one of their pennies into the middle of the table. A student who has used up his or her pennies must wait for all the other students' pennies to be in the middle before speaking again.

Shane Safir

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Track Participation Data

It's also really powerful to gather data on student participation. To do this, create a simple "equity tracker" with students' names on the left side and a column for each day of the week. Carry it around religiously on a clipboard, and each time you call on a student or someone volunteers to speak, jot down a tally mark. At the end of the week, add up your marks and analyze the data:

Who is participating the most?

Who is participating the least?

What patterns of participation do I see with respect to race, gender, language of origin, learning ability, location in the room, etc.?


Use this data to set a small participation goal for the following week. For example: "Next week, I aim to invite the students with special needs in my classroom to share at least once per day."

Shane Safir

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Goldstein's Axiom

Through intelligent and ethical educational practices develop self-discipline and build educational proficiency in all children without stealing away their dignity and hope.



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—
**Children are living
 messages we send
 to a time and place
 we will never see.**

Neil Postman
 The Disappearance of
 Childhood

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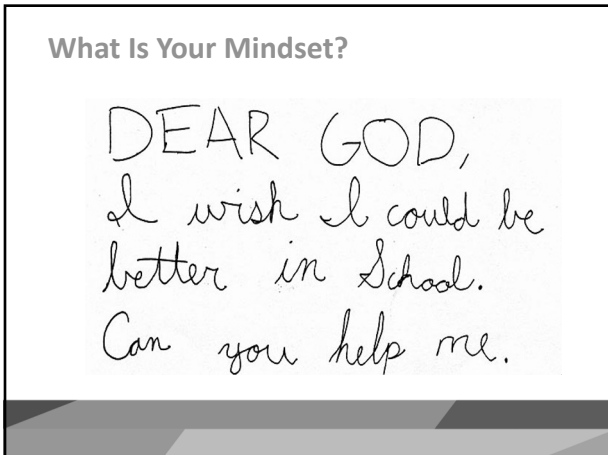


May our philosophies keep pace with our technologies.
 May our compassion keep pace with our powers. And
 may love, not fear, be the engine of change.

Dan Brown



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What Is Your Mindset?

DEAR GOD,
 I wish I could be
 better in School.
 Can you help me.

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 **Questions?**  

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