

DEAD CHILDREN CAN'T READ

CLASSROOMS OF COMPASSION



Promote
child safety and
development with
compassion and
responsiveness

Dr. Darleen Claire Wodzinski

Introduction by: Dr. Kathy A. Thomas

CONTENTS

Contents1

Foreword2

Introduction.....4

Chapter 16

Chapter 29

Chapter 312

Chapter 415

Chapter 517

Chapter 621

Chapter 723

Chapter 826

Chapter 927

Chapter 1028

FOREWORD

As the mother of two young daughters I am grateful to live in the Information Age, where I am privy to new evidence emerging every day on how best to raise developmentally healthy – and compassionate - children. We live in a time when knowledge is readily accessible and can be easily distributed and discussed. As a result of this collaborative process of information sharing, I am optimistic that future generations will grow to be high-functioning adults, operating to better serve humanity not just through innovation and ingenuity but also by kindness and love. Dead Children Can't Read is an example of such a piece of information that could improve the lives of children and therefore our own.

Darleen Claire Wodzinski lays out the first steps in this miraculous transformation, emphasizing the necessity of providing social, emotional, and moral instruction as early as possible, on the grandest scale possible, to help the largest number of children possible. Dead Children Can't Read is essential reading in order to understand the scope of one of our nation's most pressing problems and its simple solution. She exposes the problem of accountability for child emotional welfare and behavioral development within school systems and outlines a workable, easily implementable fix at an individual level. Darleen Claire Wodzinski has discovered a method to improve the lives of children as a whole, one child at a time.

For personal reasons I homeschool my own children, yet I fully support our public school system in its duty to create an informed and intelligent populace. This is how society works and I fund it with my tax dollars. Children of all people are investments in the future and it benefits us all to support this structure, and as a sponsor of this system, I have a vested interest in what is being done in schools to shape young minds and hearts.

Two years ago, I enrolled in and completed a popular Massive Open Online Course (MOOC) on the subject of happiness, examining the various scientifically-tested methods of increasing one's general feeling of happiness in life. Although many unexpected approaches were thoroughly covered, the third week's lesson made the most profound impact on me. It discussed compassion, an element I hadn't figured into the personal happiness equation. Initially this baffled me. Wasn't compassion just another term for pity? How could feeling sorry for someone increase one's own happiness?

Thankfully, the course instructors put my preconceived ideas to rest and presented several definitions of compassion, all related to empathy or pity but none synonymous with those concepts. The literal definition of compassion is "to suffer together," which felt negative to me. Imagine my relief when at least one emotion researcher agreed, instead interpreting compassion as the feeling stirred within oneself to end suffering¹. This more palatable definition sticks with me to this day.

Compassion is not simply putting oneself in another's shoes, so to speak, or seeing the world as another sees it. It is not witnessing a negative event happening to another person and responding with a sigh and a frown. These are not examples of compassion. Instead, one must feel the urge to take action to alleviate the hurt and suffering

¹ Keltner, Dacher, Ph.D., and Emiliana Simon-Thomas, Ph.D. "GG101 x: The Science of Happiness." GG101 x: The Science of Happiness. September 23, 2014. Accessed February 11, 2017. <https://courses.edx.org/courses/BerkeleyX/GG101x/1T2014/info>.

caused by the negative event. That action could be simple, like a hug, or it could be complex, such as organizing a national protest. It could even be observing a gross injustice to children at the hands of an educational system and publishing a book to right the wrongs being done in order to create a kinder, gentler, more compassionate world.

This is precisely why editing this book for Darleen Claire Wodzenski appealed to me: not only does the book address the changes needed by the American educational system in order to produce truly educated human beings, but the book itself is a work of compassion.

Leigh Purcell

Editor, Parent, and Humanitarian



Leigh Purcell is an Atlanta writer/editor who is also a wife and mother. She has a special interest in teaching children to cultivate kindness, compassion, and self-acceptance toward themselves and the world around them. She supports mental health awareness, literacy, animal welfare, and love in general. Leigh can be reached at her agency AddVerbs Editing Services at email LeighPurcell@gmail.com or by phone at 404-931-4693.

INTRODUCTION

By Dr. Kathy Thomas



A safe and healthy environment is an essential and a critical component in building the academic pathway. The educator must be able to make changes to the environment - often and as necessary – to maintain a stimulating and vibrant climate of safety, integrity, compassion and respect that is imbued with a full range of academic and behavioral support for **all** the children, with or without identified **challenges**. Children who attend school in such an enriching and nurturing environment will be supported to learn, grow, and develop across the personal and academic domains.

The developmental psychologist, Uri Bronfenbrenner, presented his Ecological Systems Theory that articulated the notion of a sum total of all influences on the child as a driving force in the developmental process. We can move forward, as a nation, with more humane and practical notions to support safe schools and effective education by pulling from a fusion of Bronfenbrenner's seminal Ecological Systems Theory with cutting edge developmental and educational approaches.

The reader may ask why Bronfenbrenner's model is germane to the exploration of safe and ethical educational systems in the 21st century. This is a critical question for parents, lawmakers, administrators, and educators alike. Stakeholders in the nation's educational system need to understand the interrelated systems within Bronfenbrenner's model from a holistic perspective in order to make critical shifts in the nation's educational fundamental paradigm. It is probably safe to say that an educator will then have a much clearer vision of the intricate developmental and cognitive pathways that move a child forward toward effective adulthood.

Children will move through layers of social and academic influence in and out of the social systems of the individual ecological system over time. If the child emerges with any problems and issues that surface prohibiting healthy progress, the teacher will be better prepared to intervene knowing how the systems are impacting the child's learning, development, and performance. Critical capacities such as executive skills and emotional self-regulation will naturally emerge from a more wholesome and developmentally supportive total learning environment that frees children's minds for learning.

Where school climate presents hostile, uncaring, or potentially dangerous influences, educators and administrators may need to modify the environment in order to restore an effective learning climate. Furthermore, to support a more unique understanding of the ecological systems and the impact on the developing

child, the educator must then apply the appropriate knowledge and skillset in the system, to reflect that heightened fusion of environment with pedagogy.

Though Bronfenbrenner does not “stage” development like Piaget, necessarily, it is extremely important to understand how these systems affect the child cognitively and developmentally, and when working within the circles of influence in the child’s personal ecosystem. All children will not move simultaneously through the developmental stages, or interact identically within the ecological systems. The educator must be prepared to individualize instruction and adapt the learning, creatively and innovatively to meet the needs of every child. Educators will require, in turn, that the school systems and educational paradigms support such developmentally and academically differentiated instruction in order to maximize learning and developmental outcomes of children.

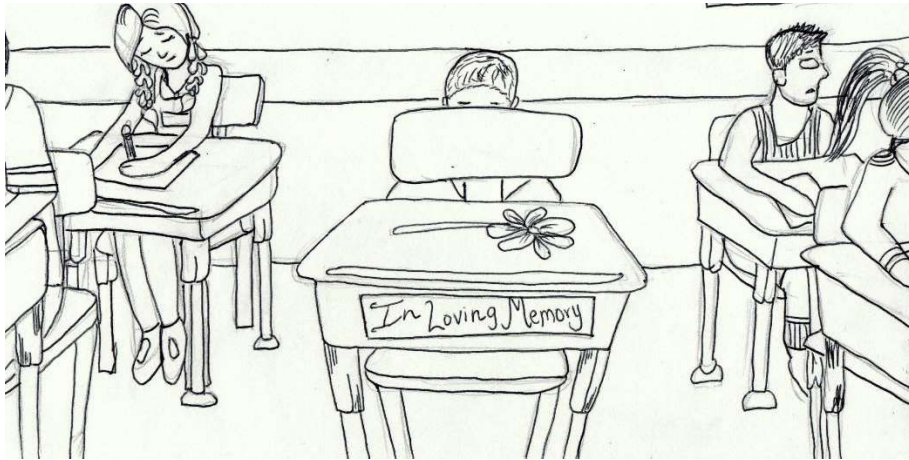
Like the developmental stages, the environment has an incredible impact on every stage of growth and development within the systems. If we want to include Piaget in this ecological system(s) framework, or for that matter, Vygotsky and Bandura, a diversified approach is necessary. An educator needs to understand socio-emotional development, and *Gardner’s Multiple Intelligences*, reinforcing how children look at the world from a different lens and skillset. As an example, children who suffer from maltreatment or children with learning challenges, may present in a unique way with different reactions. Is the child aggressive or withdrawn, for example. An educator must be prepared to assess behavior at many levels, and consider influences from outside the school walls when contemplating the child’s developmental and educational needs.

Darleen Claire Wodzinski brings a unique and fresh perspective in explaining how the nation’s educational system must return to some of the time honored traditions as gauging and addressing the developmental needs of children in order to create school climates that are hospitable to lawfulness, respect, compassion, and academic success. Her approach weaves in the fundamental developmental concepts inherent in the theories of Bronfenbrenner, Piaget, Vygotsky, Kohlberg, Bowlby, and Bandura into a seamless approach that is likely to be the “magic sauce” that elevates school safety and respectful school climates to support learning for all children.

CHAPTER 1

DIAGNOSING THE ILLNESS

*Author's note: I love teachers. They are some of the most dedicated and heart centered people I have ever known. Our discussion in this text focuses on the **problems within the educational system** and not on any individual role. What is more, these first few pages were written in the aftermath of Sandy Hook and express the tragic emotions that were rampant at that time. While the issue of child development across the nation's education system remains a critical focus, this plaintive tone is most evident in the opening pages but lightens as the story unfolds. Thank you for taking this journey with me on behalf of our editor, contributing experts, and a nation of children who are learning as they go.*



Artwork: Kara Hayden

America is a diseased nation. Unhealthy social influences are eroding our country and bleeding it out at the expense of our citizens' happiness and well-being. The sweeping breakdown of humanity has rendered the problem systemic. As our societal mores shift, the nation is turning into a sociocultural petri dish, nurturing the growth of emotional and moral bacteria. Children are giving birth to babies and the number of teenage parents is on the rise, as are cases of documented infanticide by girls and boys who would rather snuff out their newborn infants' lives than face the judgment of peers, family, and society. Bullying has quickly moved into a full-blown pandemic, witnessed globally in a theater called the Internet. Young people bring unresolved angst, fear, and anger into schools, massacring innocent people in a horrifying attempt to find some form of retribution and release.

As these youths grow into adults, we as a society must deal with our shortcomings as nurturers; we must shoulder the burden of having failed our youngest members by failing to prevent abuse and neglect and providing unhealthy school and community environments. By examining our children and addressing their needs from conception to adulthood, we ensure that the American sociocultural phenomenon is one that favors the growth of emotionally intact, conscious, and morally substantial citizens who are able to contribute to a healthy and happy America.

Our country is in distress and in desperate need of help. The prognosis is bleak, but there is an antidote; we can find it and treat this epidemic so that we can begin healing. It will be neither easy nor quick, but it is inexorably necessary to take that important first step toward being a nation of compassion and grace for children. Carefully and thoughtfully we'll implement the solution one family, one classroom, and one community at a time to restore compassion, love, security, and confidence to our country's population.

We must start by addressing the U.S. public education model, which works to serve our nation's children by transforming them into literate citizens who can read, figure numbers, and function effectively in society. The effort and work put into this system logically leads to an educated and well-informed populace that contributes to the workforce, technology, and humanity as a whole. What could possibly be the harm in that? Teachers dedicate their lives to this exhausting work, spending countless hours of their lives for the betterment of society. These are all noble and important things and should be encouraged and supported, right?

Not exactly. In the name of academic excellence, schools of the 21st century purposely and proudly embrace a culture of power and control for the purported benefit of the pupils; but that determined philosophy has an unintentional and devastating effect on the very ones it's designed to help. The educational system's single-minded pursuit of scholastic success, especially in the subject of reading, comes at a serious cost to children. Increasingly, that cost is taking the most precious thing our children possess: their lives.

Children spend approximately 1,000 hours in school each year; this constitutes more waking hours in school than in any other setting outside the home, including the home in which they live. This large and daily presence of schools in the lives of our children lends itself as an excellent opportunity to offer children well-rounded support and assistance in life management skills. Instead, schools use these precious hours for rigorous academic instruction. A demanding curriculum with high learning standards sounds like our children are in the best hands possible, doesn't it? Thorough and meticulous scholarship appears the very pinnacle of achievement for an informed society. So what can be the harm?

During school, children are herded into classes by shepherds whose primary role – after ensuring basic safety – is an unwavering focus on a scholarly agenda lacking moral, ethical, or humanistic value. The tenacious pushing to succeed academically only pushes back at the child's innate need to grow developmentally. Individual, personal growth is ignored at the expense of compared educational statistics. As a result, children do not learn the most vital lessons of childhood while at school:

- Love
- Compassion
- Respect
- Values
- Integrity
- Humanity
- Responsibility
- Sense of Belonging

Although school personnel actively work to keep children safe from sharp edges and abduction, they are impotent to protect children from violence, bullying, and dangerous exposure to inappropriate information. Many children are being irreparably harmed by school influences that lead to:

Dead Children Can't Read: Classrooms of Compassion

- Depression
- Suicide
- School Violence
- Bullying / Victimization
- Risky Behaviors
- Anxiety
- Self-Harming
- Learning Problems

Each day our children are lost to depression, suicide, self-harming, addiction, and bullying. Lives are being ruined by teen pregnancy, sexually transmitted infections, running away, and public shaming on the internet. In some cases, the lives lost are the children directly impacted by these challenges; in other cases, they include innocent victims of school shootings and other forms of violence and abuse.

Students who are victims of domestic violence or child predators outside of school, or those with development challenges or mental illness, are all impelled to grasp the golden ring of academia. They're told that scholarly achievement is the most important lesson they'll learn. It is not. They grow up developmentally stunted; and developmentally stunted humans always find ways to compensate, drawing deeply from the immature and underdeveloped aspects of themselves. Using these qualities they develop what they consider to be functional solutions to life's complex problems. The result is always chaos.

So how do we address this urgent problem? How can we give our children the hope of a promising and fulfilling future? We must start by thoroughly exploring this intensely uncomfortable topic in the following chapters. We will find solutions through compassion and innovation of educational design. Solutions exist. We can fix this together.

CHAPTER 2

Early Childhood Development

Infants learn from the moment they are born. The course by which their brains reach full development is determined by the sum total of environmental, social, cultural, family, spiritual, and nutritional factors. These associations have been tested and proven by science, and they make sense to parents, health care providers, educators, and legislators. A synthesis of these ideas and of theories of child psychologists, in combination with some basic facts about the brain and neural development of humans, leads to some clear and convincing concepts that can form a simple and quite obvious starting point to heal the nation.

The human brain is not fully developed at birth. Instead, it develops slowly, in response to stimulation in the child's environment. The quality of the environment has a direct impact on the quality of development of each child's brain. A child who is raised in an emotionally unstable, austere, and abusive environment will develop a brain that is relatively weak in the areas of emotional bonding and complex human relations. Conversely, a child who is raised in an emotionally intact, responsive, and nurturing environment will develop highly intricate neural pathways to support complex human interactions and capacity for social responsiveness. Sensitivity to the child is the single most important quality of a parent or caretaker with respect to the social, emotional, and attachment development of young children.

Raising a child in the absence of warmth and love will cause the child to develop a brain that is less developed in areas that support human interaction, compassion, empathy, and perhaps even love. These children will have fewer emotional coping skills, will be more prone to irrational thinking and behaviors, and may have a lower level of intellectual capacity. They are also more likely to be at risk for decreased ability to self-soothe, self-calm, and self-regulate through the bumps and bruises of life.

Emotionally responsive and kind parents who demonstrate empathy and compassion are highly likely to raise children who mirror that same empathy, compassion, and emotional responsiveness. The importance of developing these capacities during early childhood cannot be overestimated. Conversely, children must also learn about social taboos and dangerous or unacceptable behaviors in a similar way. Each time a child violates a boundary, breaks a rule, or demonstrates a behavior that is considered to be taboo, the child will be disciplined. The discipline process is one of educating the child; it is not connected to physical punishing, such as spanking. The child's mirror neuron system will recognize the response of parents to these antisocial behaviors, and contribute to better social decisions and behaviors in the future. And now we have outlined the areas in which today's youth are being sadly short-changed in the current social and educational environment. In spite of the wealth of information and wisdom that has been gleaned from research into how children learn and grow, children are still being raised and educated in environments that lack sufficient social stimulation and creative communication.

Severely socially and emotionally impoverished households and daycare environments may substantially interfere with the proper development of neural connections in the brain to support compassion, empathy, and social suitability. Herein are the developmental roots that affect many children in America, leading some to become self-centered adults and others to become physically aggressive and even violent. The best safety precaution for preserving the sanctity of American life is to raise up children to become wholly-functioning and sensitive adults capable of empathy and compassion. Only when a child is imbued with the capacity to love and have compassion

for other human beings will the world be safe from school shootings and serial murders. The importance of this topic necessitates a deeper investigation of a complex human developmental process called “attachment” that supports the acquisition of social competencies and human relationship skills, including love, compassion, and empathy.

Children learn morality, compassion, and empathy from their parents and caretakers in addition to important information about appropriate behavior boundaries. If a child pulls a mother's hair, the mother is likely to make a face or cry out in pain. The child learns about the facial expressions and vocalizations of someone in distress. These experiences over time will help the child identify emotions of others as well as avoid behaviors that cause distress to others, such as hair-pulling. Similarly, a child will learn what social behaviors are acceptable or unacceptable by observing the reactions of others.

An infant or toddler who hits another toddler is likely to be firmly corrected; the timing and intensity of the reaction elicited by the child will determine how well the child begins to learn that hitting is an unacceptable behavior. Conversely, a child who hugs or shares with another is likely to be praised. This child will observe adults smiling and using kind voices to praise such prosocial behaviors. At each moment in time, the child's brain is monitoring and recording the reactions of parents and caretakers, creating new neural connections to support that awareness and to guide future behavior. Over time, human infants utilize special brain cells that allow them to mimic the conduct and emotions of others and imitate observable performance in social situations. This specialized neuron system supports the child in expertly acquiring the emotional responsiveness demonstrated by parents and caregivers.

Also involved is learning which individuals belong to which social grouping. Child development psychologist Erik Erikson observed how infants from different cultural backgrounds were exposed to different situations and limitations in order to help them prepare to function within that sociocultural environment. Childhood social and emotional development rests upon a firm foundation of family- and culture-oriented rules and guidelines. Schools have a differing set of rules and guidelines than most families and cultures, so children necessarily require fair warning of the expectations while in school. As such, children must be acculturated into the school environment in such a way that the child is able to adjust to the new rules and regulations while maintaining a clear view of the self who is still part of the child's individual family and cultural group. A huge part of this acculturation and adjustment process involves social, emotional, and moral learning and development.

Sociocultural influences contribute to a child's development of a brain neural structure to support social, emotional, and moral capacities. Specific sociocultural factors can be administered to the child in a prescriptive way. Parents, for example, naturally sit and hold a child who has been hurt or frightened. A good dose of nurturing and compassion are excellent treatments for a child's pain and anxiety. Yet social and emotional influences are not as straightforward as, say, nutrition, which is often a cut-and-dried health factor. Parents can easily see that children need calcium and vitamin D to build strong bones. Beneficial environmental, social, and moral influences, however, produce highly complex reactions in the child, some of which may be beneficial – but not always.

A great example of the confusion that can result from misguided social, emotional, and moral training of children comes from children's television programming. Typically, the producers of children's television shows have a lesson in mind that they wish the viewer to learn. Research has demonstrated, however, that children sometimes walk away from such TV shows with an entirely different message than the one intended by the producers. The lesson here is that intentional training and education to promote social, emotional, and ethical capacities of children must be evaluated to make sure that children are learning positive social, emotional, and ethical lessons that will help them succeed in school, the community, and life.

So the challenge for the American educational system is to determine a basic, fundamental formula for decent and humane treatment of children that results in the greatest likelihood of producing a socialized and self-sufficient citizen, capable of contributing to society and leading a meaningful life. The formula will be much more complex than determining the minimum dosage of vitamin D or calcium required to support bone health, but will be equally important for the overall good health and well-being of the child.

While the government cannot promulgate philosophical parenting roles and family culture, the nation as a whole can take a position that basic decency and the development of ethically responsive citizens is a necessity to protect the country. The United States of America can hold each parent, educator, mental health worker, and health care professional accountable for basic standards of human and ethical treatment of children that logically lead to healthy emotional development such that they are positive contributors to society.

The standards that must be enforced for minimum humane and ethical treatment of children can draw from substantial evidence and wisdom from the fields of education, psychology, and neuroscience. Legislation could be so bold as to determine a "Psycho-neuro-educational" minimum standard for the care and upbringing of the nation's youth.

CHAPTER 3

What is the Significance of the Title “Dead Children Can’t Read”?

As a child and mental health professional, I have had the honor of advocating for children and their families within their school districts. It's rewarding and fulfilling to help those who cannot help themselves, and most days I love my job. However, there have been several occasions on which I've stared in shock at desperate situations unfolding right before my eyes.

I have witnessed children engaging in self-harm as they sat in an administrator's office, where the staff seemed inept at knowing how to talk a child out of dangerous behaviors like cutting or head banging. In other cases, educators engage in inappropriate behavior that places youth at risk.

Many years ago, I cautiously prepared the principal of a local high school for a youth with emotional and behavioral challenges I was enrolling the following week. The principal promised me that she would personally ensure that each teacher was aware of the child's previous exposure to trauma and would handle this teenager with “kid gloves” (the current professional jargon for how to respond appropriately to people who have been negatively exposed to trauma, violence, or abuse is *trauma-informed approach*). Imagine my surprise when the teen was permanently expelled from the school in the middle of the second week! This youth doodled as a coping mechanism for overwhelming emotions; a male teacher walked up to her in class and ripped her doodle paper out from her hands. Coming from a traumatic background, this young person automatically slapped at the teacher to try to retrieve her paper; but because the youth hit a teacher, the result was automatic, irrevocable expulsion. Neither the principal nor the teacher were ever held accountable for their failure to respond to the emotional needs of a traumatized youth.

More recently, a young child with a background of significant trauma and abuse was using his own fists to bash his head in response to an altercation in the classroom. The school staff passively observed the child repeatedly raise both fists in an assault on his forehead, with a great likelihood of at least some mild trauma to the frontal cortex of the brain. In this specific case, the school had been forwarded information about the child's severe mental health history and the need to identify behaviors that were expressions of the child's traumatic background and related challenges. Instead, the school ignored the protocols to promote the child's safety and healthy development and impose typical, punitive responses, which resulted in the child's self-harming. The school counselor unresponsively watched as I quickly calmed the child and interrupted the self-harming behavior.

In still other situations, educators have completely missed dramatic shows of developmental challenges and learning disabilities. Over the years, parents have reached out for help with a child struggling at school. Simple observation and evaluation of some of these children indicated deep developmental or learning problems that were easy to spot. Speaking with teachers and administrators, however, I found a wealth of resistance and a complete lack of proper evaluation and documentation. Children with severe intellectual disabilities – who lacked the capacity to read or count – were being “passed” by the teacher in order to keep the child moving forward academically, while the parents were begging for help.

In one such case, the school was about to elevate the child's learning objectives to adding single digit numbers, in spite of the fact that this child was not able to differentiate numbers from letters or even count past the number

two. After referring the child to a developmental pediatrician, he was diagnosed with a pervasive developmental disorder. Based on my observations of the child and the diagnosis, it was evident that he might never be able to count to ten or read a sentence. So, I wonder, what was the school doing for the first three years that the child was in attendance? How did they keep passing this child, who was unable to count past two? How could they have believed the child able to progress to simple addition, when he was plainly unable to distinguish the difference between numbers and letters, or even correctly name a letter or number?

These situations were about more than mere academic education. Think of the damage to the doodling teenager who was kicked out of the local high school just as she was being placed in a therapeutic household to get help for her emotional problems. The school's faulty response to her doodling in school contributed to her returning to her family, where they lacked the resources to help with her complex difficulties. The consequences of the school's hasty actions were devastating and long-lasting to this child.

Imagine the devastation to the head-bashing child, who was still required to keep up with class work and homework assignments even while dealing with the emotional aftermath to complex trauma and abuse. This child had to work through layers of emotional challenges while attempting to tap dance to the tune of the school, rather than the school adjusting their tune to meet the developmental needs of the child.

The child with pervasive developmental disorder suffered through years of not understanding what was going on in the classroom. The complex demands of the teacher, peers, and classwork became overwhelming, as this child lacked the capacity to function beyond the level of an infant, perhaps a toddler. Sadly, the child's burden was made even heavier by years of academic failure that resulted from a lack of effective assessment and identification.

In each of these cases, laws existed to protect the child with special needs. Whether the law was the Individuals with Disabilities Education Act or the Americans with Disabilities Act, children with exceptionalities are protected. The theory of protections for children with special needs is excellent, but the practice often falls short of the ideal.

Over and over again I have challenged school administrators and educators who stress the need to keep children on a speedy learning track for reading and math when the child's developmental or mental health status prevented on-track academic learning. Over and over again I have explained the importance of promoting healthy child development – across all domains, not solely academic ones – in order to raise up children who are able to engage successfully in the education system.

Sadly, few education professionals have responded in a way that acknowledges the developmental needs of children suffering from developmental delay, attachment disorder, trauma, PTSD, mental health, and other challenges. I'd struggle to remain calm as educators, administrators, and other related professionals seemingly ignored the developmental and mental health needs of the student. "How could the situation have gotten so out of control?" I would ask. "Aren't plans usually in place for the child to receive specialized handling under such dangerous or disruptive conditions?" I would almost beg. "Isn't there a strategy to avoid a massive melt down that could result in harm or further destabilization?" I would implore. Sadly, the response of the educators is typically the same: Academic learning is their primary concern and they must not let the child's learning get off track.

After taking a deep breath and explaining that the student might be at risk for something like self-harm or suicide and could benefit from a flexible work schedule to allow for psychological healing and recovery, I'd receive an invariably dismissive response. The administration's answer was always some variant of "the student needs to be able to read on-level in order to succeed." I was told that education professionals industry-wide want "to keep the

Stakeholders aware of the current epidemic of Social Dysfunction Syndrome running rampant in our nation's schools must unite to voice their support for a new educational model. Schools, parents, teachers, administrators, and community stakeholders can connect to create potent and effective paradigms for social change. Only when children witness adults actively take charge of crafting and nurturing a developmentally ethical and sound educational system will they find the support they need to grow within a school community. Ultimately, promoting the social, emotional, and psychological development of each individual child, creates an entire student body that is ripe and ready to learn.