

The State of America's Children

Today's schools have *more* children who are:

- damaged prenatally (i.e. alcohol/drugs, smoking, malnutrition, etc.)
- suffering the consequences of being born with low birthweight and/or premature, and/or traumatic birth
- learning disabled, emotionally disturbed, behavior problems, attention deficit, and troubled behaviorally, etc.
- living in poverty/near poverty
- from broken homes, living in a single-parent household, living in a blended family
- lacking parenting
- living in an alcohol/drug environment
- abused/neglected/emotionally abandoned
- living without health care -
- homeless
- highly transient/high absenteeism
- aggressive/violent/antisocial
- linguistically different
- latchkey/unsupervised
- undernourished/obese/type II diabetes
- adversely affected by environmental toxins, i.e., lead, pesticides, fertilizers, etc.
- traumatized (i.e., divorce, family dysfunction, moving, changing schools, parent incarcerated, death of family member, violence, abuse/neglect, family/friend terminally ill, etc.)
- suffering from stress, anxiety, and depression Additional factors that create diversity include: gender, chronological age, learning styles, culture, limited capacity, etc.

Warning!

The above information illuminates factors and circumstances that cause or contribute to diversity and should NOT be misconstrued as an excuse NOT to teach all students.