

IT'S
ALWAYS
ABOUT THE
children

charles a. barrett

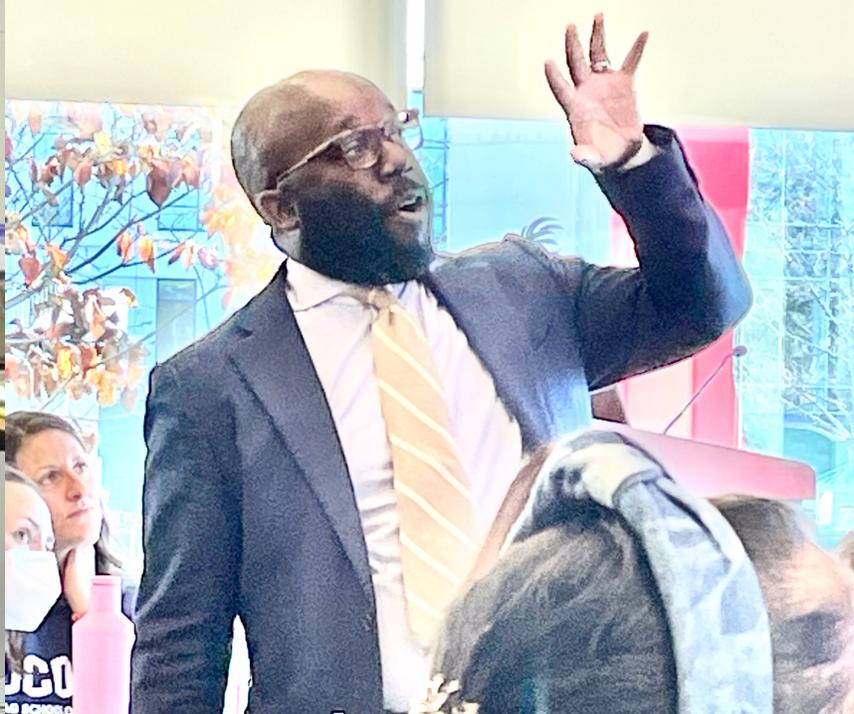
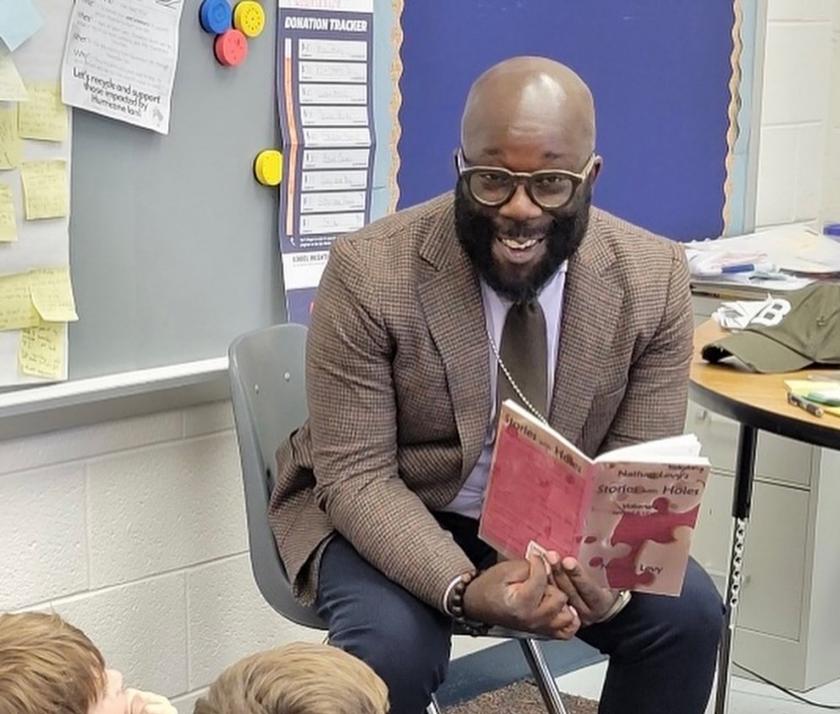
**IT'S ALWAYS ABOUT THE CHILDREN:
MENTORS BRINGING THEIR WHOLE
SELVES TO THE SERVICE OF
CHILDREN AND FAMILIES**

**Charles Barrett, PhD, NCSP
Ohio's Parent Mentor Project**

Spring Conference

Columbus, Ohio

March 2023





charles barrett

IDEATION | CREATION | INNOVATION | EDUCATION

IT'S
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ABOUT THE
children
charles a. barrett

**Today
in School
Psychology**

this is why a day without direct
contact with students is wasted

charles a. barrett

**Today
in School
Psychology**
VOLUME 3

this is why a day
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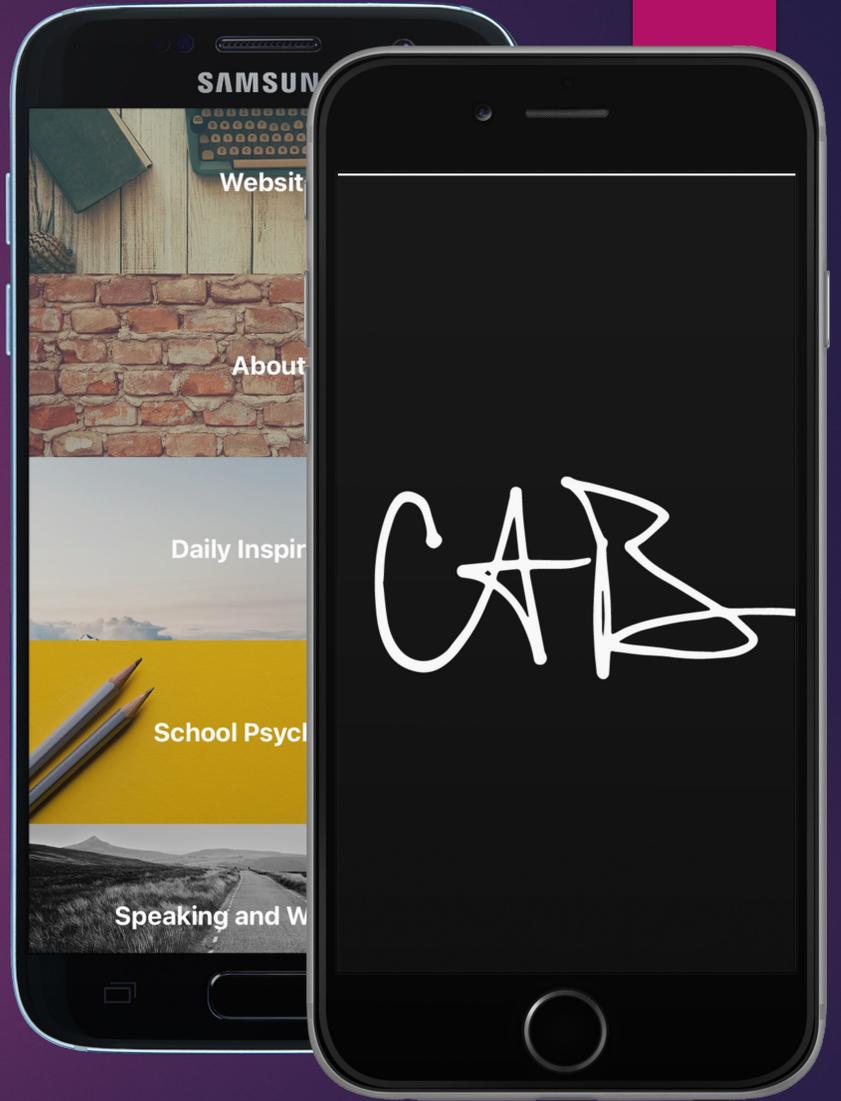
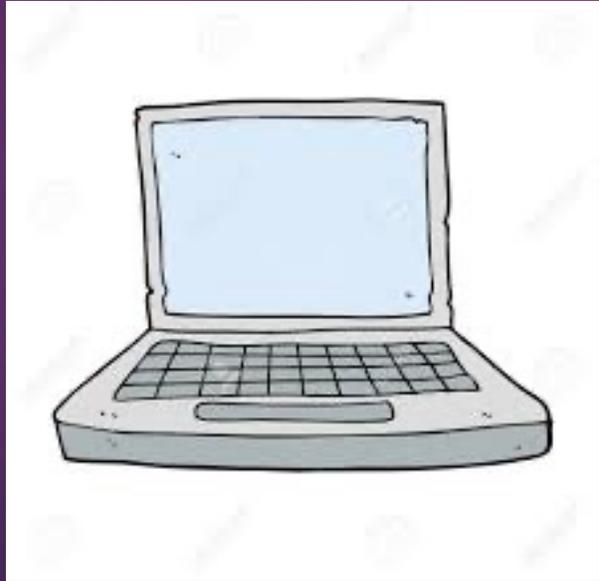
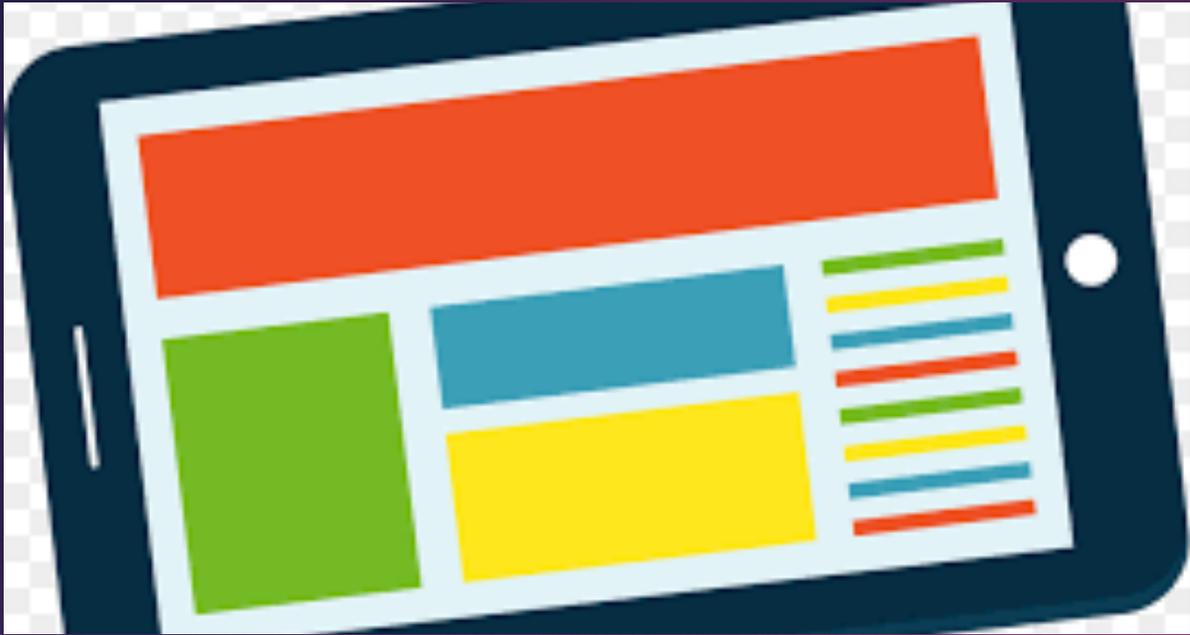
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Psychology**

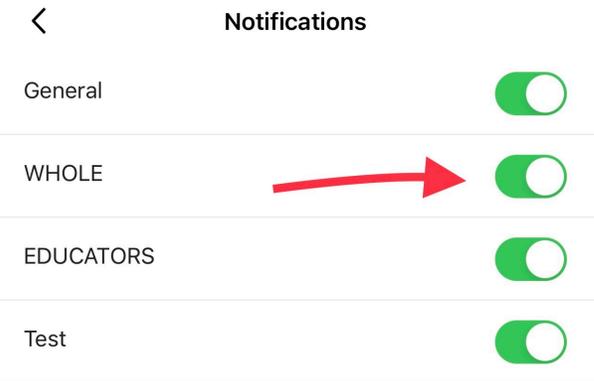
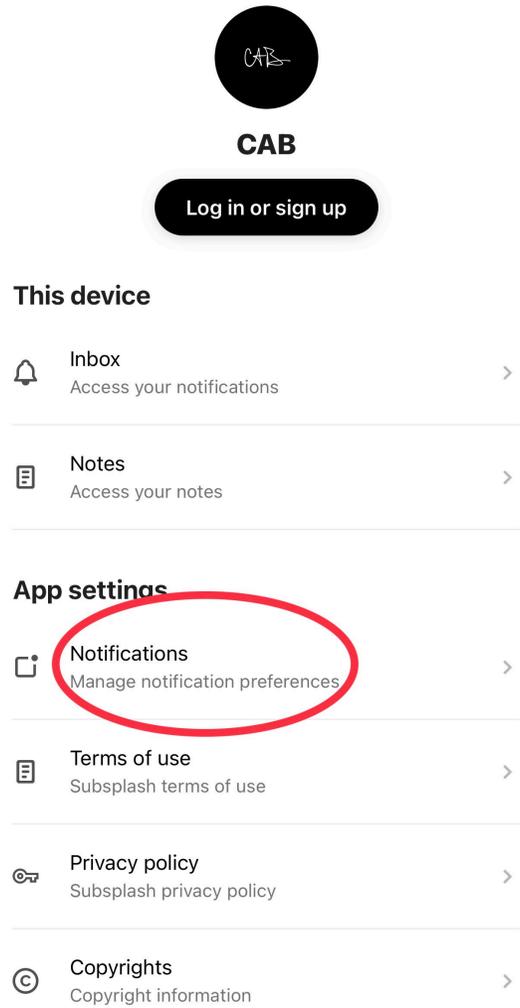
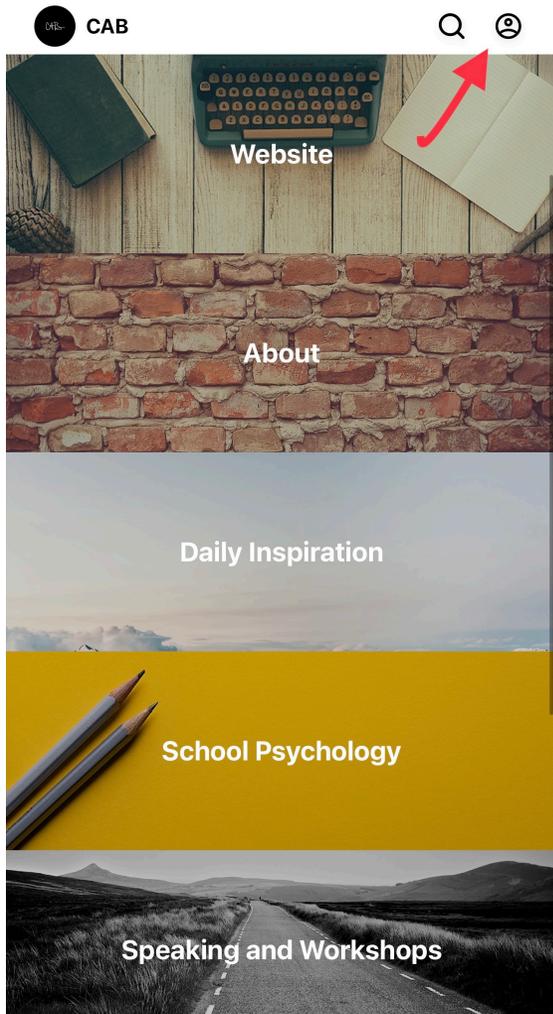
VOLUME 2

this is why a day without direct
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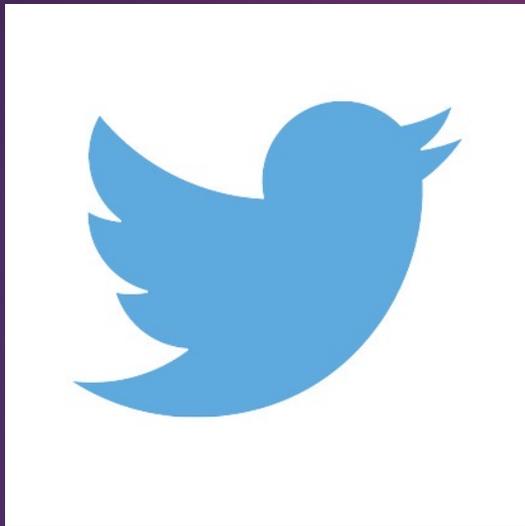
charles a. barrett







@_charlesbarrett



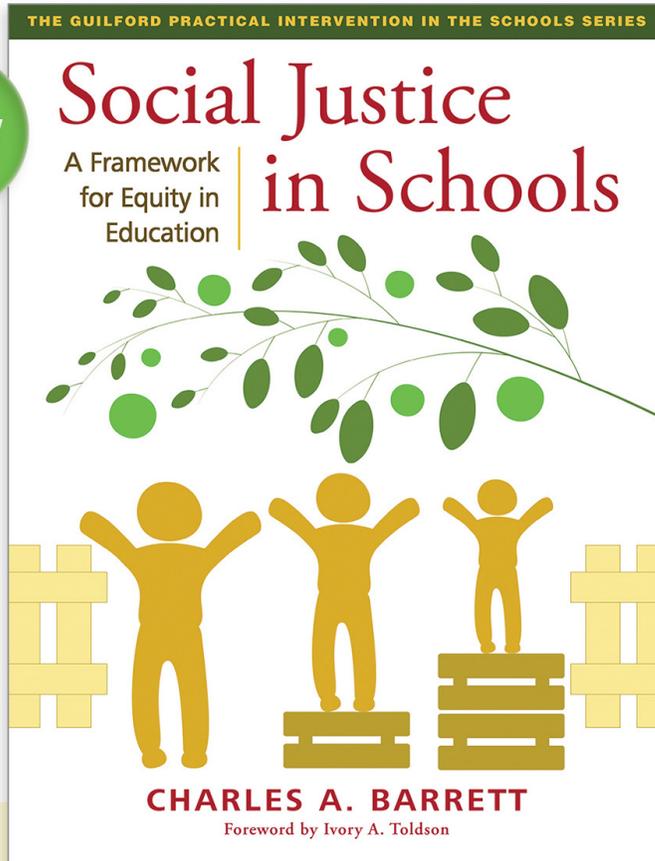
@charlesabarrett



#itsalwaysaboutthechildren

#TODAYINSCHOOLPSYCHOLOGY

NEW



“A call to action for educators concerned with equity, fairness, and opportunity for marginalized students.”
– Sherrie L. Proctor, PhD



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CONTENT



ARE YOU UP FOR THE
CHALLENGE?



I won't overwork myself to justify

my **VALUE** to others.

I won't bring unnecessary stress

upon myself by attempting to do more than I have the capacity to handle.

I won't compare **MYSELF**

to anyone else.

My inherent worth is **priceless**

and cannot be **measured** by what

I do or don't do.

My accomplishments don't

DEFINE ME.

And what I accumulate doesn't determine who I am.

Enough is enough.

And **I am enough.**

- charles barrett

www.charlesbarrett.org



TODAY

motivation

information

inspiration

ENCOURAGE THE PEOPLE

CONTENT





**IT'S ALWAYS ABOUT THE CHILDREN:
MENTORS BRINGING THEIR WHOLE SELVES
TO THE SERVICE OF CHILDREN AND FAMILIES**

WHAT?

WHY?

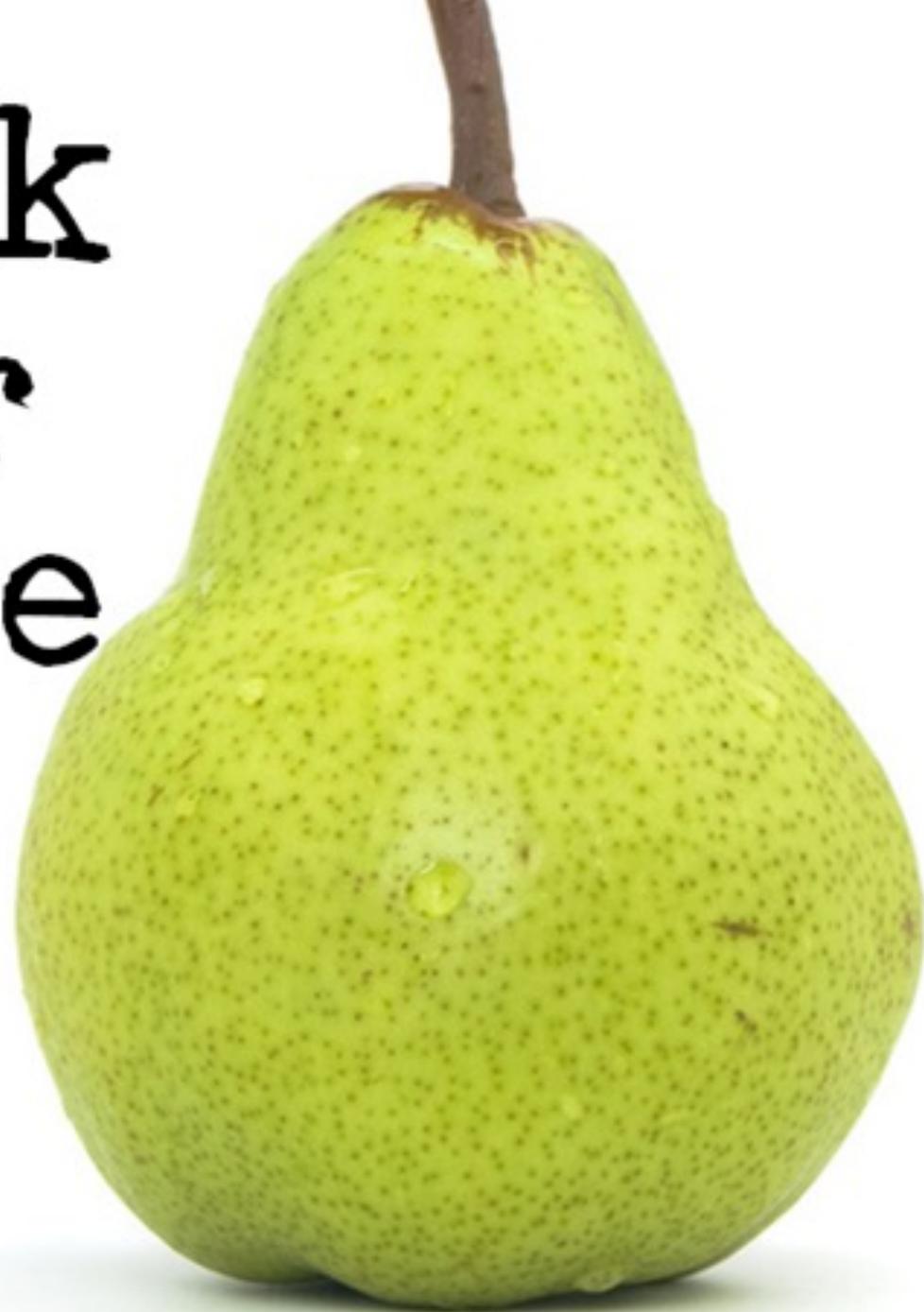
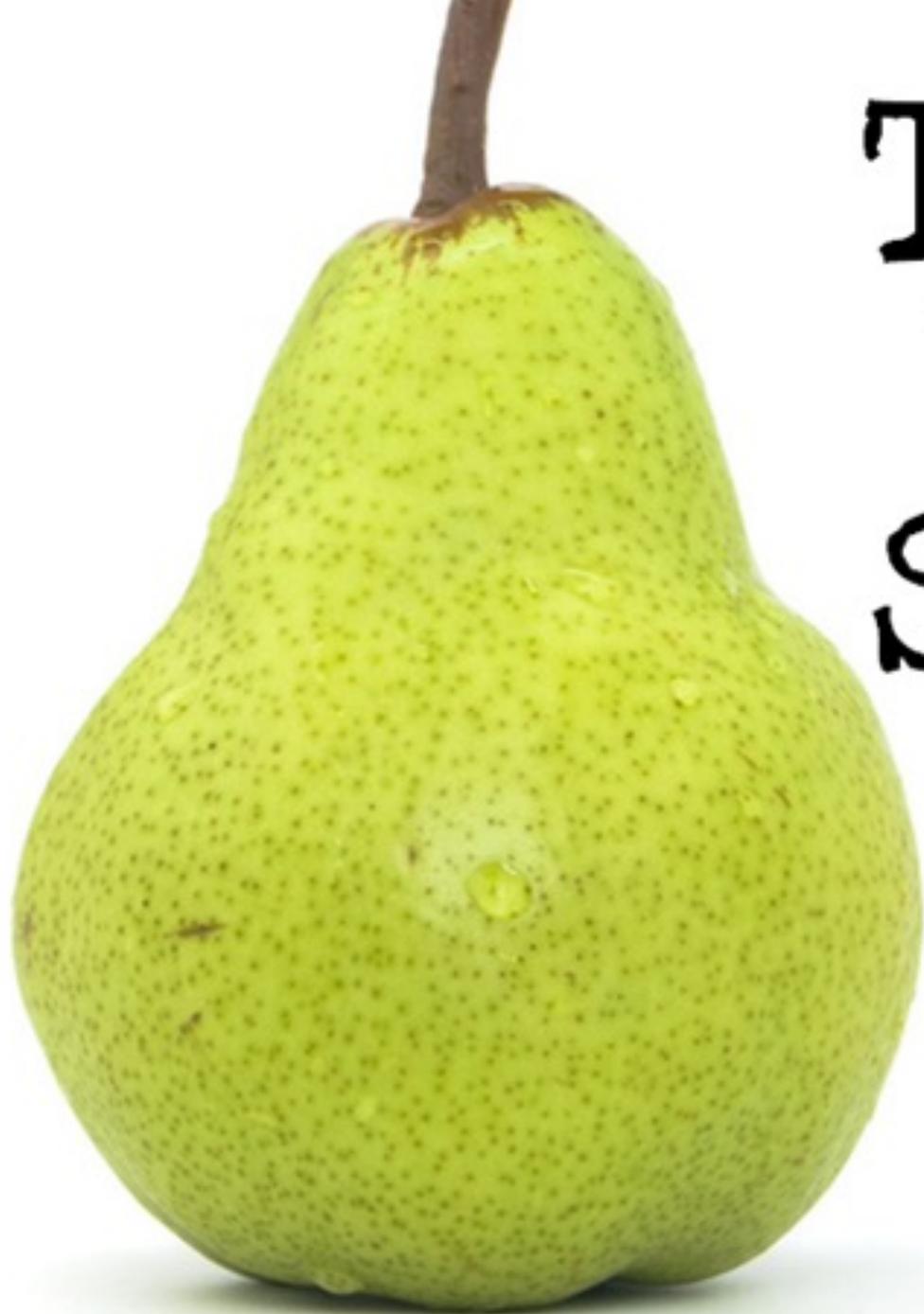


PASSION

PURPOSE

POTENTIAL

Think
Pair
Share



what was your favorite
experience in school and how
did it make you feel?

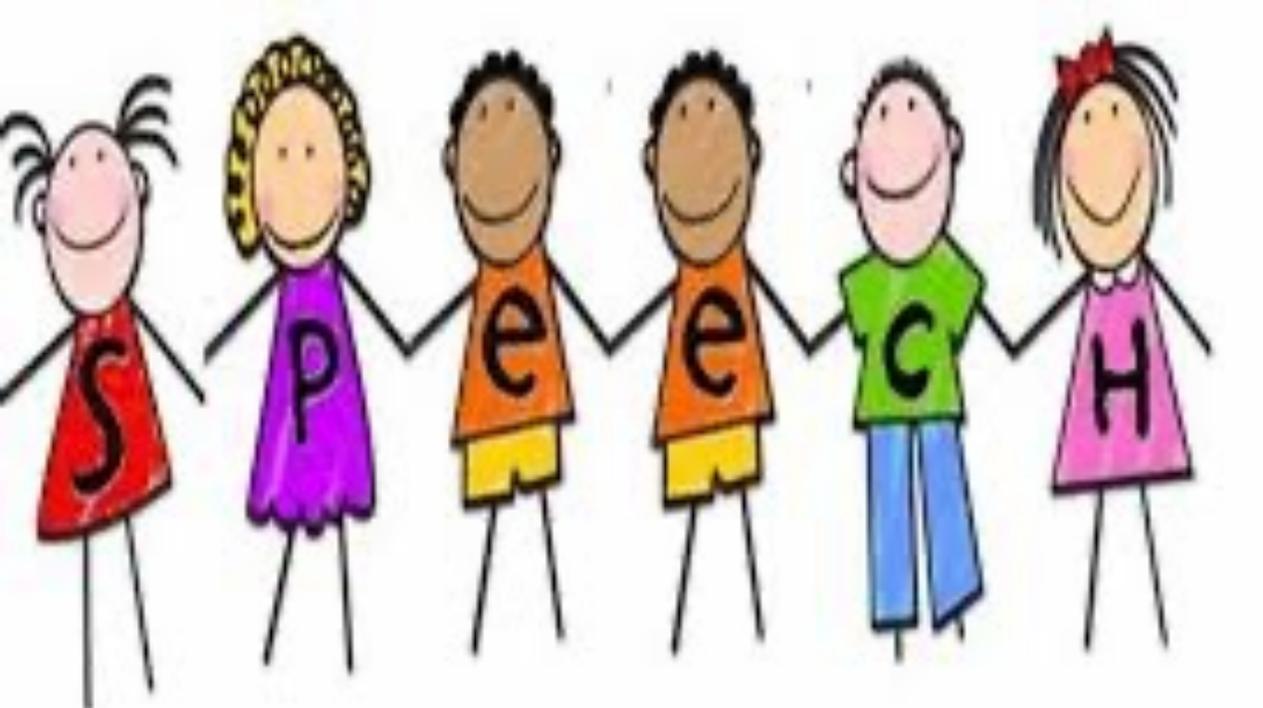
IT'S
ALWAYS
ABOUT THE
children

charles a. barrett

Chapter 1

**This Is My Story:
Purpose, Passion, Hope,
and Wholeness**





ST. JOHN'S
UNIVERSITY







ATTENTION
DEFICIT
HYPERACTIVITY
DISORDER



**WHAT IS IN
YOUR HAND**



Today 8:00 AM

STOP. (O)perate in your unique area(s) of gifting. More than what you can do, what motivates you and is personally fulfilling? I guarantee it: you have a gift.

what makes you unique?

A gift is something that you do exceptionally well or something that makes you different from other people



**Specialized Skills
College
Graduate School
Pedagogy
Curriculum
Instruction
Assessment
Counseling
Administration
Policy
Advocacy**



RACE

EDUCATION

SEXUALITY

ABILITY

AGE

SEX

CLASS

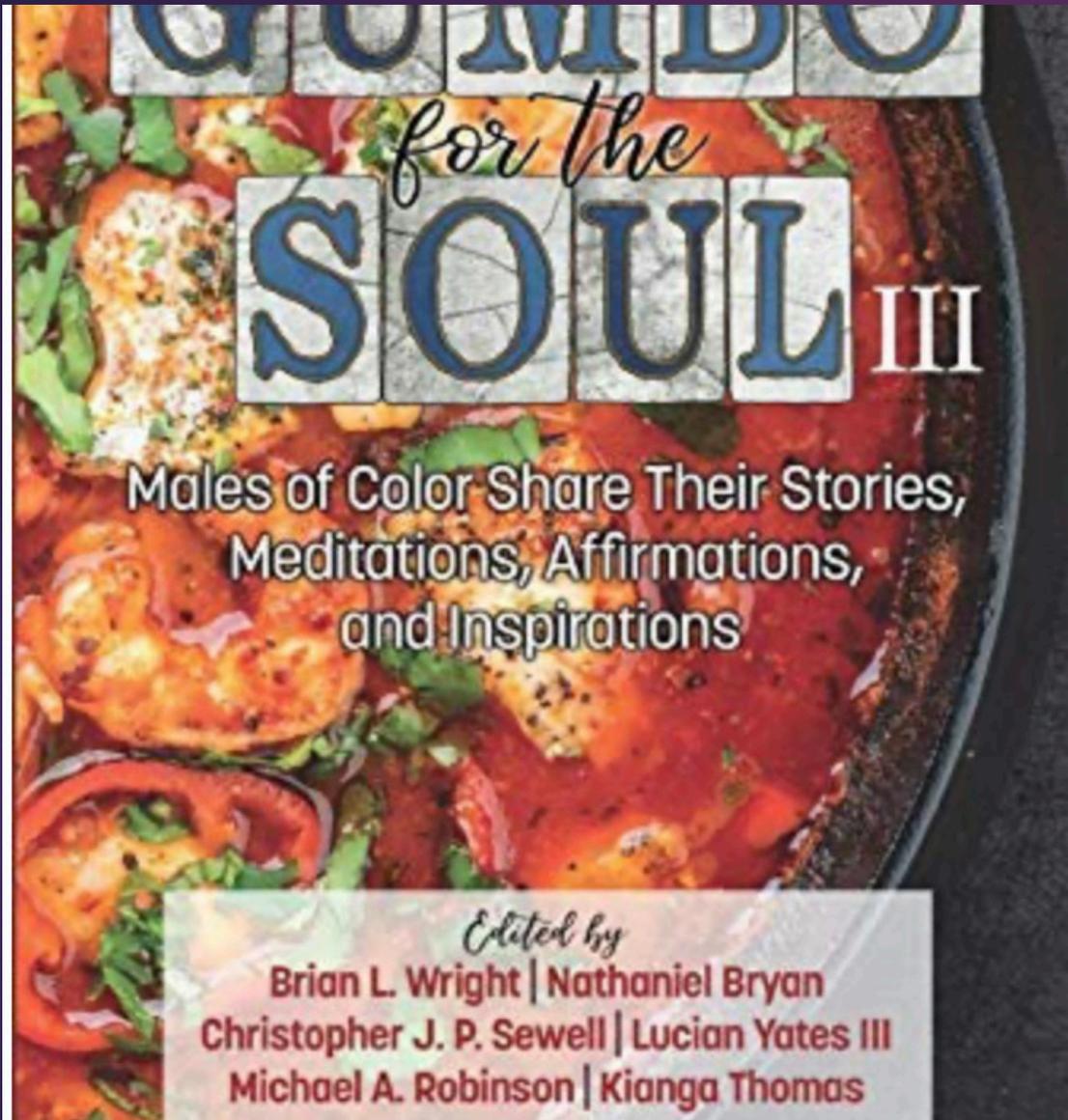
LANGUAGE

CULTURE

ETHNICITY

But what about the things that make you unique—the things that you were doing before you became a parent mentor? Not only do those personal experiences make you who you are, but you should also bring those things to serving children and families as a parent mentor.





**ON STUTTERING
AND SPEECH IMPEDIMENTS**
Stepping Stones Not Speed Bumps

Charles A. Barrett

...O Lord, I'm not very good with words. I never have been, and I'm not now, even though you have spoken to me. I get tongue-tied, and my words get tangled.

—Moses, Exodus 4:10–14 (NLT)

the beginning of time, men have been making excuses for why they not accomplish what they have been called to do. The epitaph above uses' plea to avoid a task that had life-changing implications for a nation. An Israelite, Moses was chosen to liberate his brothers and from Egyptian slavery. Despite receiving very clear instructions about the commandment, because of an inadequacy that he perceived within himself, he used on what he felt disqualified him from being a part of something great.

...uses, everyone has something to overcome. Too numerous

In my undergraduate and graduate courses, I require my students to speak in every class session. But because I stutter, I also intentionally, and quickly, create a supportive environment that is conducive for students to feel comfortable sharing their ideas, asking questions, and responding to their peers and me. Because I stutter and know what it feels like to prefer listening rather than contributing verbally, I am sensitive to my English Learner (EL) students who may be self-conscious about their English proficiency. I am sensitive to shy students whose anxiety makes it difficult to present to their peers.

Without a doubt, my perspective as a Black male who stutters has made me more patient because I wanted others to be patient with me. It has made me a better listener because I needed others to listen to me more intently when I was a youngster. It has made me a better psychologist—one who is slow to form impressions because all students deserve this from the adults in their lives. Having met with parents and students who stutter, I understand that they are quiet, not because they do not know the answer or want to contribute, but because they may be nervous. Be encouraged. It is a stepping stone, not a speed bump.



Today in school psychology...

As a child who stuttered, speaking in class was never comfortable. Not because I didn't have anything to say, but the risk of stuttering made it much easier to listen rather than contribute. And because I didn't have to say a lot, I know that my stutter is a large part of why I've always enjoyed expressing myself as a musician and writer. But although I consider myself a person with a lifelong stutter, I teach and speak to audiences, both large and small, often multiple times each week. If you didn't know, this is what *how it started has nothing to do with how it's going* looks like.

[#todayinschoolpsychology](#) [#itsalwaysaboutthechildren](#)



Today in school psychology...

Although reviewing a student's file is my least favorite (and most boring, tedious) part of an evaluation, it often provides invaluable qualitative information that helps me to understand who they are as individuals. This morning I reviewed 3 files for students I tested a few weeks ago. For one student, these were his mother's words. As a child who stuttered, and an adult who still does at times, her comments resonated with me and reminded me of a conversation I had with Mrs. Walsh, one of the secretaries at my elementary school.

In 2011, I went home (Freeport, New York) and visited my third grade teacher, Renee Crump-Dedmon, who had since become a principal (now retired). Mrs. Walsh was her secretary. And when she saw me she said, "Charles Barrett, is that you?" After I said yes, she told me a short story that went something like this: **when you were in first grade your father yelled at me because I didn't give you enough time to explain yourself. He said that you stuttered and I needed to give you more time.**

In 2011, this phone call with my father was more than 20 years old; yet she remembered it. While I'm sure that my father didn't yell, but spoke very sternly (smile) to her, he was advocating for his son (thanks, dad) and she remembered.

Listen to families. But more importantly, listen to—be patient with—children. [#todayinschoolpsychology](#)
[#itsalwaysaboutthechildren](#)



**when others don't take the
time to listen to his requests...**

**...people did not take
time to listen to him**

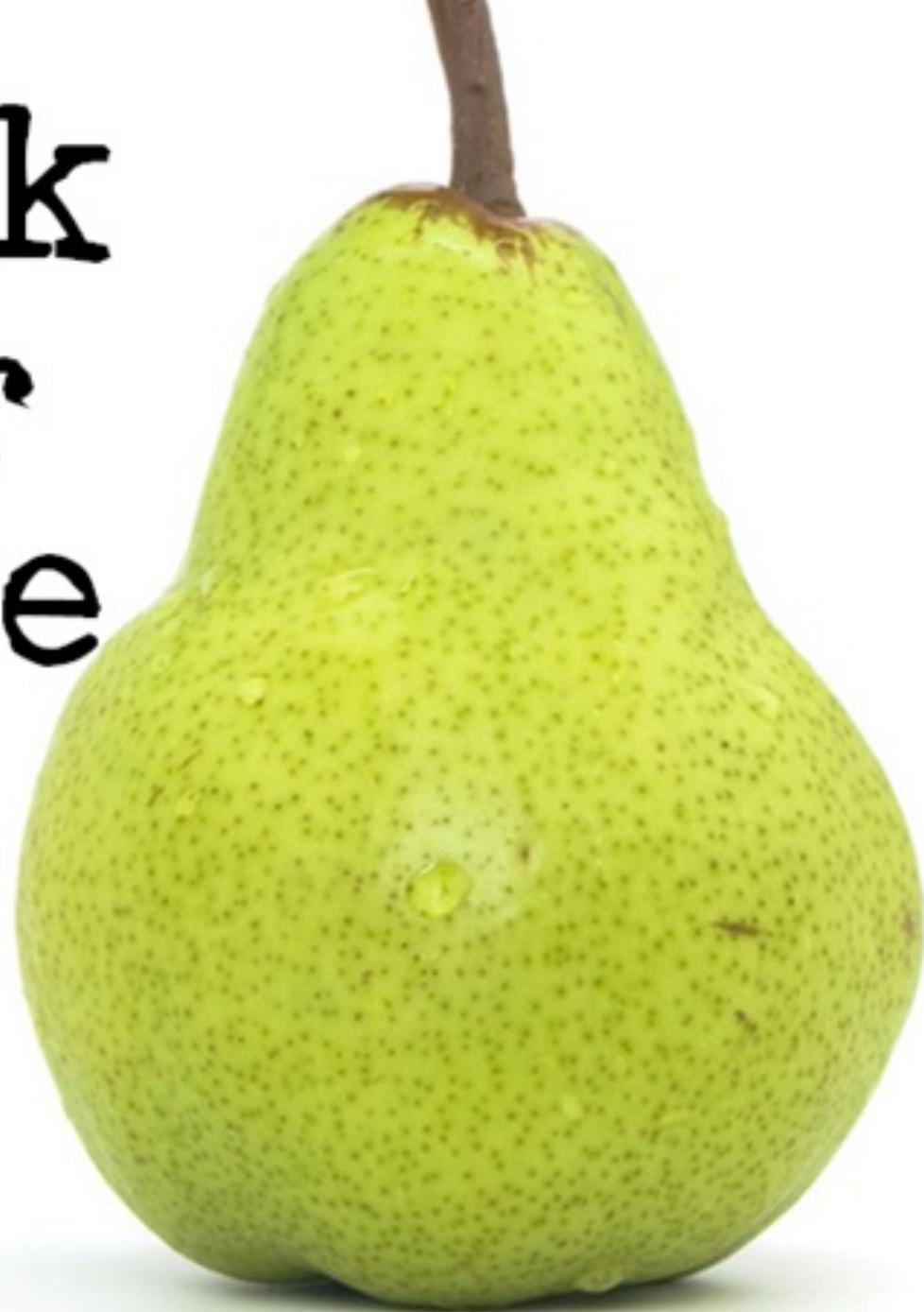
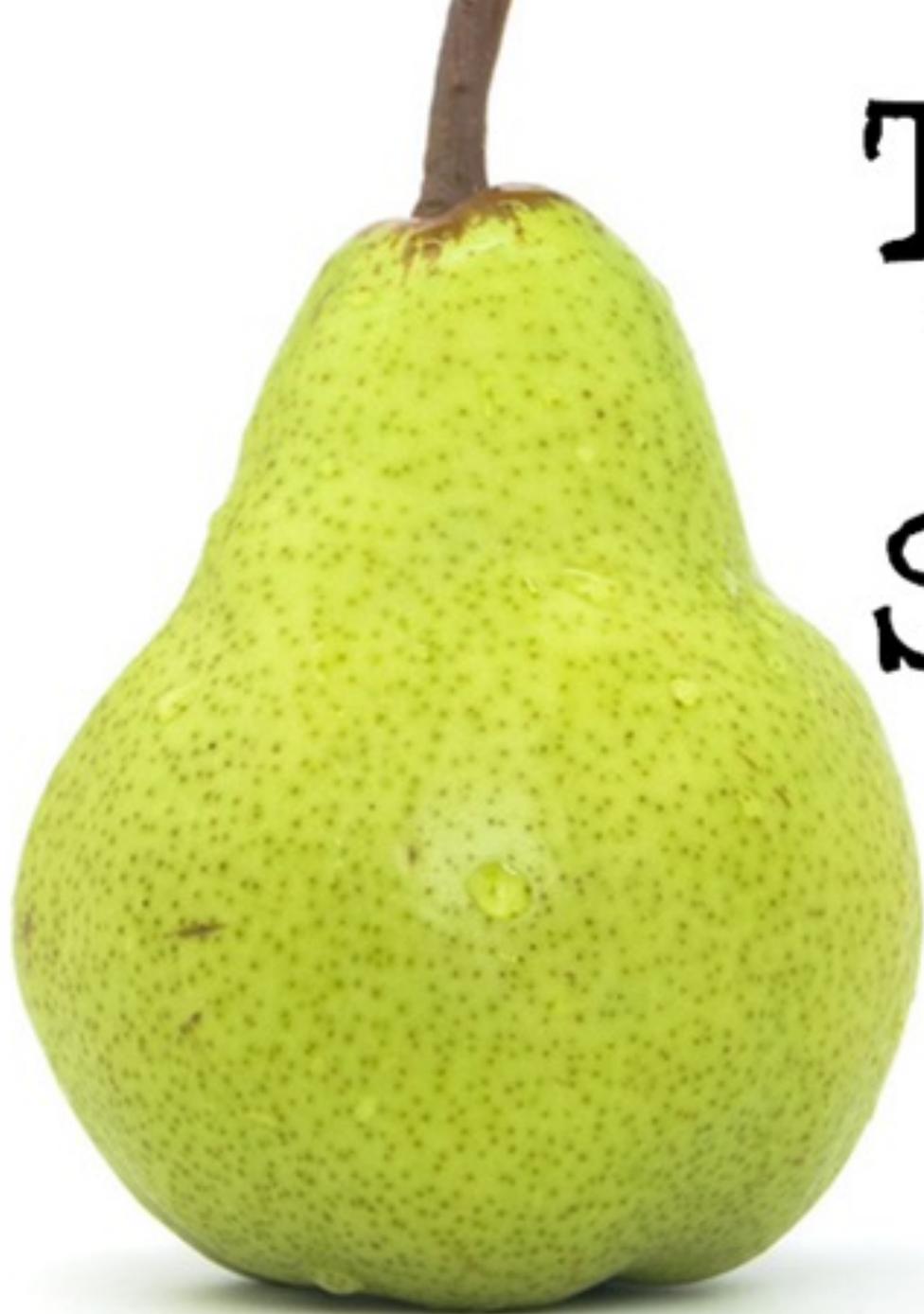
why did you become an educator?

hope

wholeness

why did you become **a parent mentor?**

Think
Pair
Share



access to information is key

knowledge is power

what do you know for sure?

oprah winfrey



GIVING

**A DEEP COMMITMENT TO PROVIDE
WHATEVER RESOURCES ARE NEEDED
TO SUPPORT THOSE IN NEED**

TEACHING

**THE ABILITY TO TRANSFORM DATA AND
INFORMATION INTO
LIFE-CHANGING KNOWLEDGE**

ADMINISTRATION

**THE ABILITY TO ORGANIZE
PEOPLE AND RESOURCES FOR
GREATER EFFICIENCY,
EFFECTIVENESS, AND SUCCESS**

LEADERSHIP

**THE ABILITY TO BE FORWARD-
THINKING AND INSPIRE OTHERS
TO STAY FOCUSED ON WHERE
THE TEAM IS GOING**

COMPASSION

**BEING MOVED TO ACT ON
BEHALF OF THOSE IN NEED**

HELPING

**THE ABILITY TO SUPPORT THROUGH
BEHIND-THE-SCENES EFFORTS THAT
MAKE TEAMS MORE EFFECTIVE**



purpose: something you're meant for
13-year-old

you HAVE a GIFT THAT
enables YOU TO
FULFILL YOUR PURPOSE...

your students have gifts
that when recognized
and encouraged will
empower them to fulfill
their purpose

HACKING DEFICIT THINKING

8

REFRAMES THAT
WILL CHANGE THE WAY
YOU THINK ABOUT
STRENGTH-BASED
PRACTICES AND
EQUITY IN SCHOOLS



BYRON MCCLURE
& KELSIE REED

...from what's wrong to what's **strong**

Byron McClure

A meme featuring a man from the movie 'Boyz n the Hood' with a frustrated expression, overlaid with the text 'YOU DON'T KNOW ME!'. The man is wearing a blue denim jacket over a white t-shirt and is gesturing with his hands. The background shows a window with blinds and a wall with a decorative archway.

YOU DON'T KNOW ME!

/rə'laʃH(ə)n,SHip/

RELATIONSHIP

- More than anything else, our effectiveness as educators and in education hinges on developing meaningful relationships with students, families, colleagues, schools, and communities
- And such relationships—particularly with students and families—have never been more paramount
- **How can we cultivate respectful school environments that value all students and families to facilitate meaningful learning?**
- Time spent nurturing relationships will be time well spent for the necessary work that lies ahead



No significant learning happens without a significant relationship.

Dr. James Comer

Blending in is critical. Migrants clip labels off clothes from Central America. Some buy Mexican clothes or ones sporting the name of a Mexican soccer team. Most ditch their backpacks shortly after entering Mexico...

He is mindful about what else he says. Migra agents trip people up by asking if the Mexican flag has five stars (the Honduran flag has, but the Mexican flag has none) or by demanding the name of the mortar used to make salsa (molcajete, a uniquely Mexican word) or inquiring how much someone weighs. If he replies in pounds, he is from Central America. In Mexico, people use kilograms...

NATIONAL BESTSELLER

"MAGNIFICENT . . . *Enrique's Journey* is about love. It's about family. It's about home." —*The Washington Post Book World*

ENRIQUE'S JOURNEY

The story of a boy's dangerous odyssey to reunite with his mother

Sonia Nazario

Winner of the PULITZER PRIZE

REVISED AND UPDATED BY THE AUTHOR



Migra agents particularly like to test suspected migrants with words that have the same meaning in Mexico and in Central America and sound similar but are not exactly the same...

He mutes his flat Central American accent and speaks softly and singsongy, like a Oaxacan. He asks for a short crop, military style. He pays with the last of his own money, careful not to call it pisto, as they do back home. That means alcohol up here.

A few weeks ago I mentioned a book that my Millersville University school psychology graduate students and I read during our Assessment of English Learners course. Among other issues, **Enrique's Journey** shows the significance of systems in the lives of children and families who have emigrated to the United States. For example, Enrique's mother was taken advantage of several times while trying to get her papers—paying people thousands of dollars, only to be scammed on multiple occasions. For Enrique and other migrants, the police often took their money and bribed them so that they could continue on their journey to America. What does this mean? When families finally arrive to the United States and are sitting in our schools and attending our meetings, their skepticism about what we're offering is valid and informed by their previous experiences. In other words, schools and school-based professionals, represent systems and authority figures—similar to the ones that previously took advantage of them. Though all families want what's best for their children, it's quite possible that they don't trust what we're saying. Perhaps they're thinking, **Why should I trust this person who is saying that they're going to help me and my child? I've heard that before and it wasn't true.** As some of us have returned to school for the 21-22 school year, or are preparing to return in the near future, let's be patient with families by being mindful of what they have likely experienced. Also, let's remember that more than individuals, we represent systems that might not have been fair to some children and families. And because of these things, establishing trust through developing relationships is paramount.

[#todayinschoolpsychology](#) [#itsalwaysaboutthechildren](#)
[#focusonthefence](#)

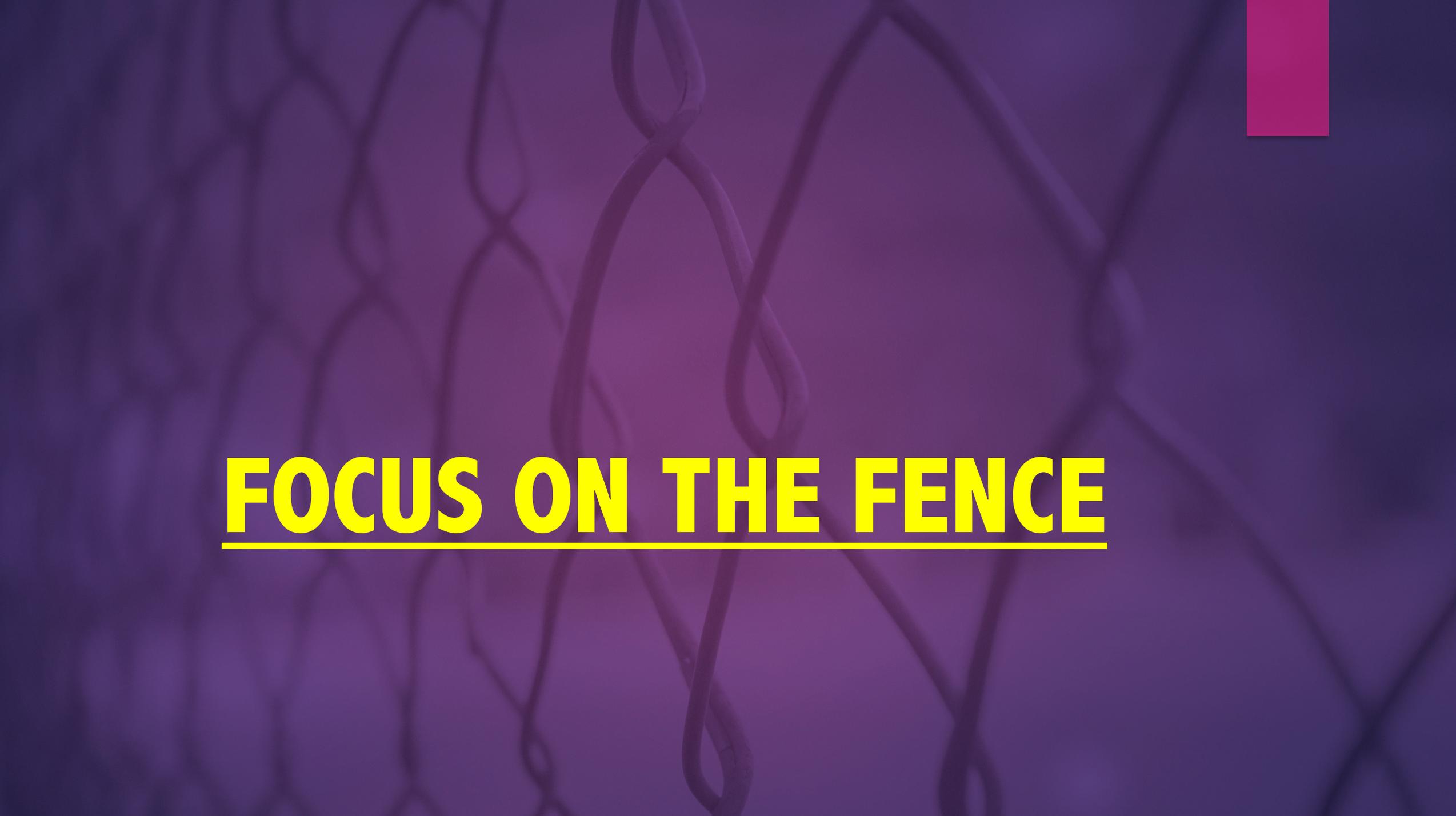
Why should I trust this
person who is saying that
they're going to help me and
my child? **I've heard that
before and it wasn't true.**



EQUALITY

EQUITY

focus. on. the. fence.



FOCUS ON THE FENCE

Equality



Equity



ARE YOU UP FOR THE
CHALLENGE?



access to information is key

knowledge is power



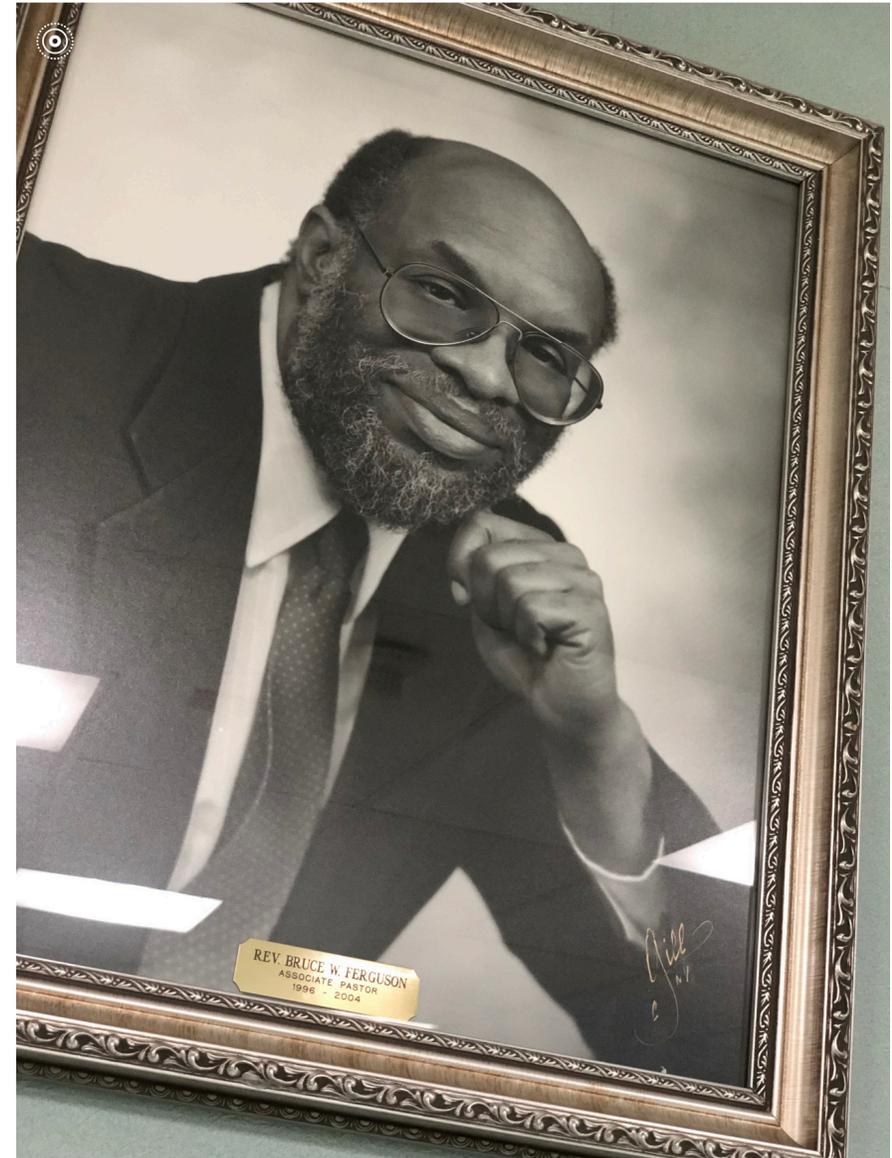
Today in school psychology...

This is Bro. Bruce. Although his official title was Rev. Bruce Ferguson (youth pastor, associate pastor), none of that mattered to him. All of my life, I always—without exception—called him Bro. Bruce. There are too many things that I can say about Bro. Bruce, but this sums it up: there will never (ever) be a more committed, dedicated, enthusiastic, relentless, and passionate supporter of, and advocate for, children and young people than Bro. Bruce.

Last week, I met a young lady who is thinking about the college that she wants to attend. Although there is a very good university in her area, she feels that she would be perceived as less successful if she didn't *go away* to college. I know how she feels because I felt that way 23 years ago. But a brief conversation with Bro. Bruce outside of Mount Olivet Gospel Church changed everything for me. He was the one that made me feel comfortable about attending a local university. He was the one that assured me that I wasn't *less than* for staying home. Not only for this pivotal moment in my life, but I will always be grateful for his example and who he was to me. Although he passed in 2004, I think of him often and miss him terribly. Nevertheless, it's an honor to share what he taught me with the young people I have the honor of meeting and mentoring. His words, lessons, and example will live forever.

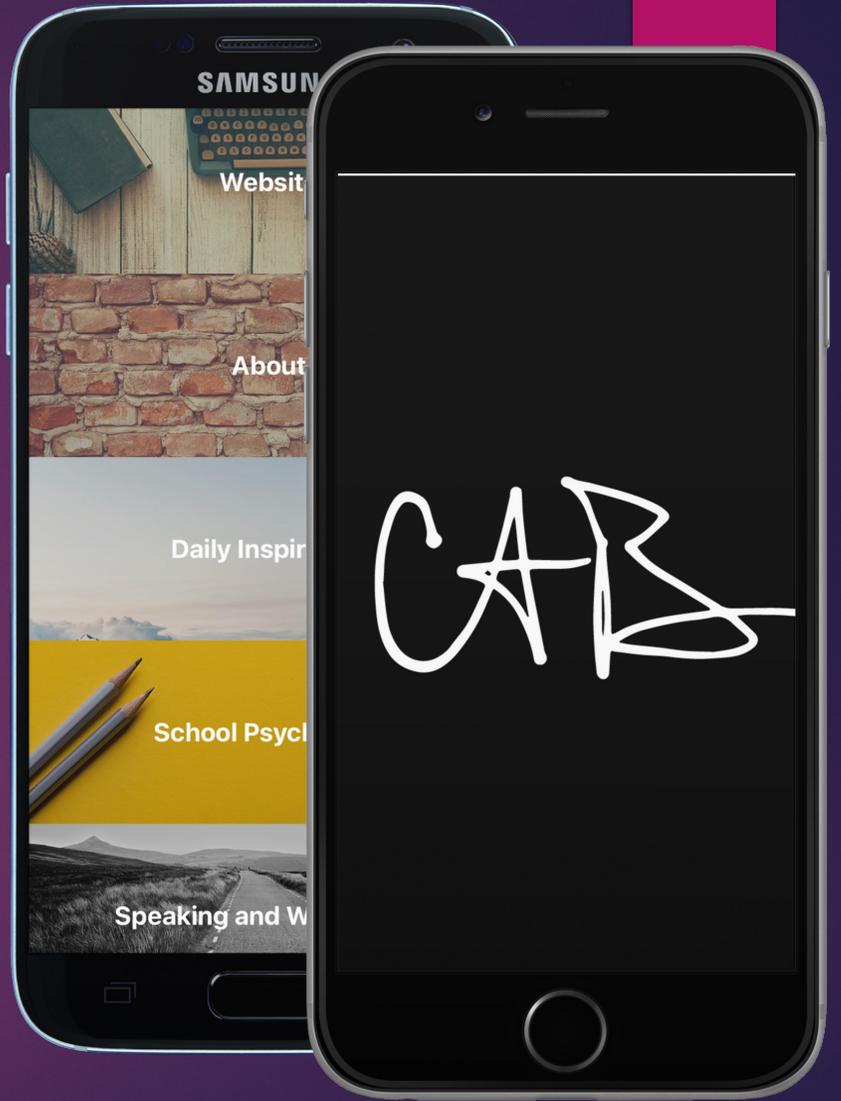
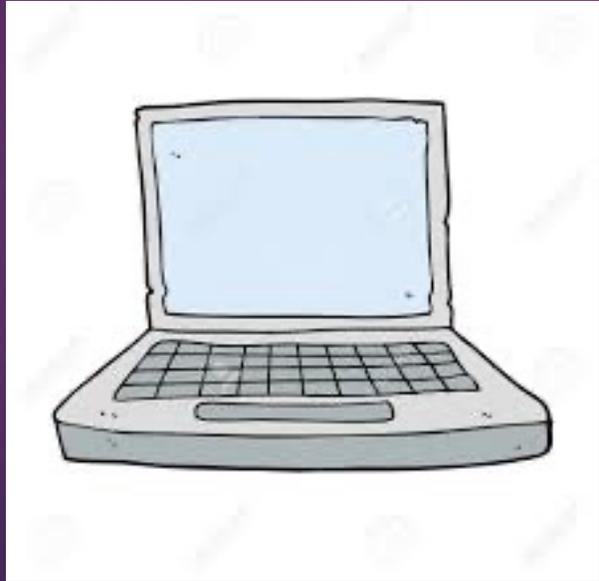
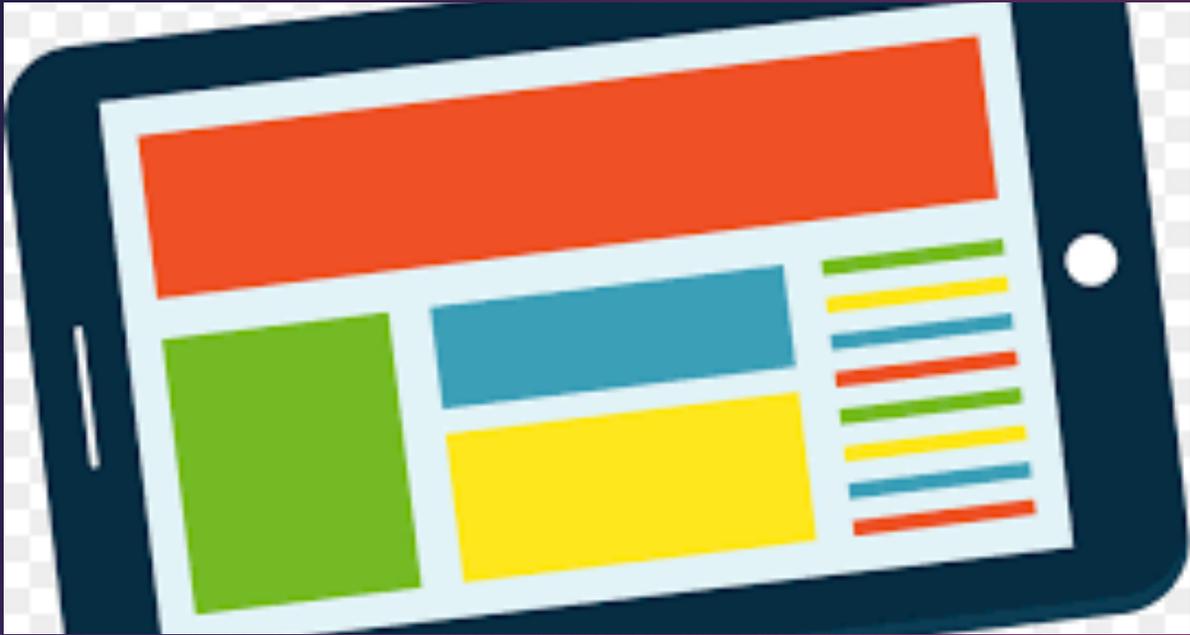
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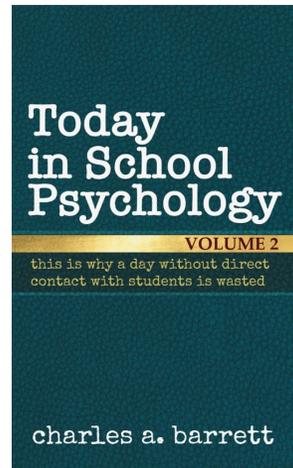
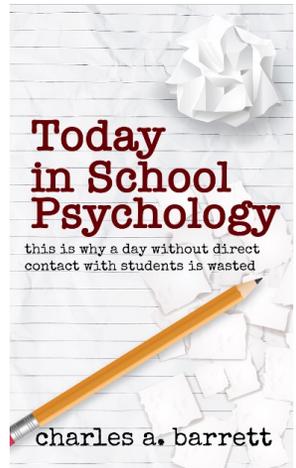
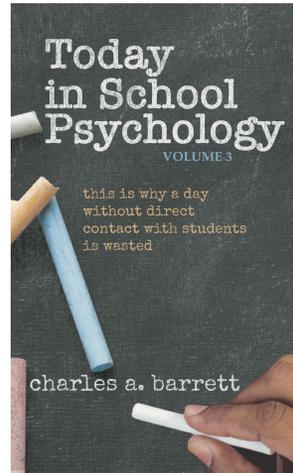
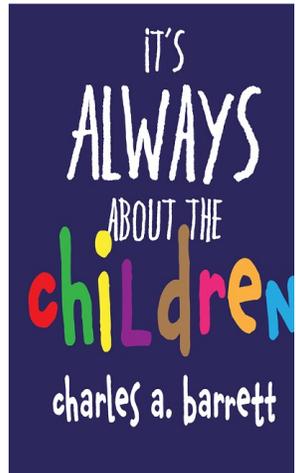
[#todayinschoolpsychology](#) [#itsalwaysaboutthechildren](#)



What Bro. Bruce modeled for me has informed most of what I believe about serving children:
Love them unconditionally, support them unwaveringly, and advocate for them fiercely.







www.charlesbarrett.org
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Twitter: @_charlesbarrett
IG: @charlesabarrett

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I won't bring unnecessary stress
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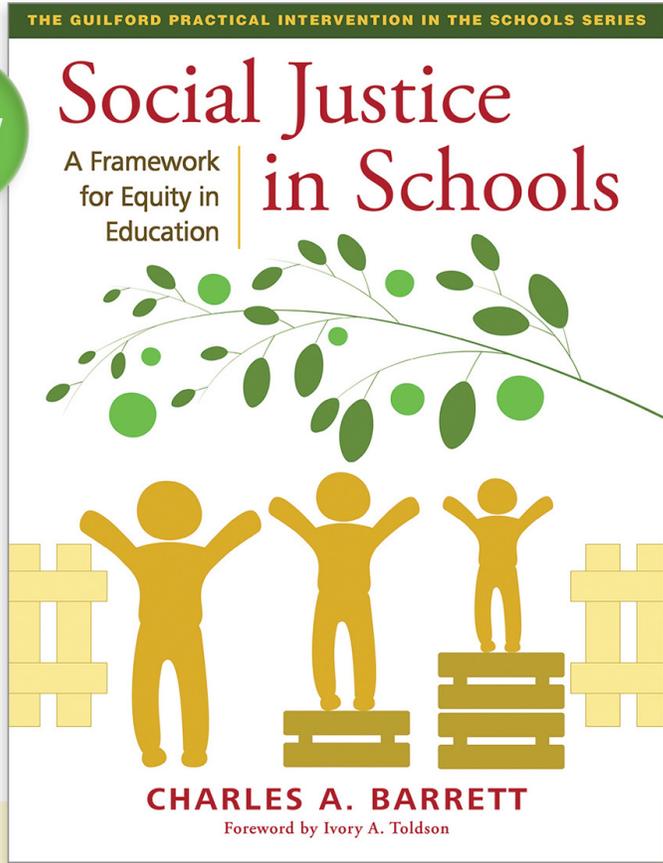
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