

Biography

Dr. Tanya Tammie La'Verne Fowler · Bio Medical Anthropologist

e-mail tatiana_n@ymail.com

Professional Interests

Dr. Tanya Fowler is a Bio Medical Anthropologist whose expertise combines; **Health, Health Care, the Health Crisis and Culture.** Her practice is in **Multicultural Education, Training and Research for; Health, Education, Business and Community.**

Education

She has a Ph.D. in allied Anthropology · Department of Folklore and Folklife from the University of Pennsylvania. Her Cross Disciplinary Master of Arts in Black Studies from The Ohio State University included Teaching and Research competencies across the Social/ Behavioral Sciences and the Humanities. Her Bachelor of Arts Degree in Speech-English-Communication is from Mount Union College in Alliance Ohio. Her post Baccalaureate Degree is in Secondary Education. She holds a Post Master's Certificate in Cultural Competence, and is a licensed/Ordained Minister of the Onyaa Harriett Tubman Akumi Society whose Mission is to Preserve Intellectual Heritage through the Cultural Arts.

Publications

Dr. Fowler's Doctoral Dissertation entitled The Private Migrations of Eve: Africana Women and Rites of Passage in Personal Narration, analyzes the Health and Developmental Growth across the Life Cycle of 7 American Women of African Descent aged 70-90 years. She has numerous Anthropology Studies, Poetry and Ethnographic Fiction including; Red Woman and the Manhood Experience: Sitting with Men who Tell on Themselves. This work includes very sensitive Ethnographic Narrations by four men of Diverse Racial Ethnicities: Nicaraguan, European Jewish, Afro Dutch and Black American. She was Host and Producer for "Voice: the Spoken word in all the Arts" a 30 minute Drexel University Cable Television Series.

Philosophy of Multicultural Education and Advocacy

Dr. Fowler's Philosophy of Multicultural Education is *"Every One is Educable when Instruction includes all of the Learning, Communication and Cultural Modalities. Educators in pursuit of Best Practice are: life-long Learners; Advocates for Children; and Activists who meet the Mandate of Diversity impressed by the Global Village."*

"My appeal to Practitioners to mobilize, adapt to Multicultural Education, and Reconstitute Systems, (not simply reform them) is augmented by my appeal to Parent Advocates. I recommend, that the single most promising remedy to meet the Specific Academic Needs of children, and to break the School-to-Prison- Pipeline: *a System Schema where designated boys of selected Racial-Ethnicities who do not succeed in the School Experience by grade three, are tracked, excluded from the broader opportunity structure, sequestered to a narrow set of options for Life-Span Development, and Jailed.* I recommend that Parent Advocates Develop Collaborative, Organized, Family Based, Independent Schools."

Respectfully Submitted, Dr. Tanya Tammie La'Verne Fowler

Experiential Learning and Recommendations as a Multicultural Educator, Parent , Advocate

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My very first student was Donny, a third grader who was large for his grade because he had been retained for two years. The year was 1975. I was a College Sophomore at Mount Union College in Alliance, Ohio although I was only 17. I had entered college early at age 16, because I was driven with an obsession for Education. I had an Education Practicum where I was to provide one-to-one instruction for a student that needed academic help. Within the first five minutes of meeting Donny, I put my standardized curriculum aside, and I knew then, even at the tender age of 17, that the standardized material was simply a guide-post to be consigned to the realm of the ideal. I had to draw upon something relevant to sustain the engagement of this child who by today's standard would be judged as 'wildly energetic'...indeed 'out of control' because of his driving physical movement.

I quickly resorted to my native born resource of expedience as an Ohioan; Football.

Within six minutes of our initial interaction, Donny and I were on the college quadrangle, throwing, passing, running and speaking only minimally. During that hour, Donny paid rapt attention to every detail of the game... and me.

When we began a lesson, I discovered that Donny would sit with me in increments of 7-10 minutes for a cognitive reading or math activity. During this time he paid only itinerant attention to me, or the lesson. His formula for how too teach him as a kinesthetic - Experiential Learner was simple: no football, no time what-so-ever- on task.

Here begun my life - long learning about the learning process: Clearly the Experiential-Kinesthetic Learning, Communication and Cultural Modality of touch and movement etc., that Donny represented was the link to the Cognitive-Verbal Modality. Although Donny would most certainly be labeled as ADHD today, and very probably administered a combination of psycho tropic drugs designed to "Control Him", I learned early in my practice, as I will highly recommend now, that **It is not children who need to be Controlled with drugs, but the Environment that needs to be Modified to Accommodate Children.**

I am still receiving Exceptional Children as an Educator, Advocate, and presently as a Parental Kinship Caregiver of a nine year old boy who is dually Exceptional. He has a Medical Diagnosis of Asperger's Autism Spectrum Disorder, and owing to his high Cognitive-Verbal Academic Capabilities, he has been identified as Intellectually Gifted.

Virtually every effort to augment his Home Education with the School Experience has culminated in disaster. The child's Impairments have constituted about 20% of our Barriers to obtaining the Appropriate Program Placements and Supports to Advance his high Academic Strengths and to address his Medical-Autism Deficits. 80% of our Barriers have been presented by child practitioners i.e. teachers, administrators, psychologists, etc., who are impoverished of knowledge, Insight, and Appropriate Interventions. They have endeavored to Abrogate both his Intellect by failing to provide Appropriate Instructional Supports and Abrogate his Medical Diagnosis by determining either (a) according to a very limited set of Diagnostic Tools and Observations; or (b) arbitrarily in the name of their presumption of authority, that he has ADHD. The Cultural Surface Barriers posed by Impoverishment of Insight, evidence the Cultural Deep Structure "hidden" Barriers of Institutional World View: which are varyingly represented according to Race, Ethnicity, Gender and Class. Within the Institutional Conceptual System, irrespective of my most ardent Advocacy, my son's impressive Academic scores, or the Bright Medical Prognoses for Asperger's - effected children throughout the Life Course:

"Multi-Racial-Black-Male = Angry = Attention Deficit = Hyper Active = Candidate for Intellectual Assassination".

Within the Institutional Conceptual System, there is no functional Archetype for Genius Embodied in a 9 year old African Irish Hebrew Amerindian and no seat at the table to Meet his unique Medical Needs.

I have encountered few Gifted Educators who had The Calling, and an overwhelming number of Majority Practitioners Particularly in Public Education who do not. I Advocate because the latter invest negligibly in the advancement of children and heavily in the advancement of their own professions and wealth. They capitalize upon the succession of campaigns like "No Child Left Behind", a Provision of Law which engenders a Promise to Close Disparities in Education that a Broken System cannot deliver; while they conspire to consign Children... Special, Gifted, or Typical, but united in their need for a Quality, Nurturing Education, to the "School to Prison Pipe Line". In this System Schema, boys of selected Racial-Ethnicities who do not succeed in the School Experience by grade three are tracked, excluded from the broader opportunity structure, sequestered to a narrow set of options for Life-Span Development, and Jailed. I will posit, from the standpoint of Bio-Medical Anthropology, that this U.S. phenomenon bears Global Significance, and can be said to rank third in eminence among the issues of importance to the Global Village preceded by the Global Ecology and Economy.

My Appeal to Practitioners to Mobilize, Adapt to Multicultural Education, and Reconstitute, not reform, Systems, is augmented by my Appeal to Parent Advocates. I recommend the single most promising remedy to meet the Specific Academic Needs of children, and to break the School-to-Prison- Pipeline; the Development of Collaborative, Organized, Family-Based, Independent Schools.

***** **End Position Paper** *****