

1 The Self

Know thyself.

—Socrates, Third Century BC

WHAT YOU WILL LEARN IN THIS CHAPTER

In this chapter, you will learn

- What we mean by the “self”
- What the self looks like in school
- How teaching to the self correlates with social emotional learning (SEL)
- How a sense of self contributes to personal success and to society
- What the seven steps to success are

WHAT DO WE MEAN BY THE “SELF”?

When we talk about “teaching to the self,” we are talking about connecting with the unique being of each one of your students. To do that, however, one must first understand what the self is. To understand the concept of the self, imagine someone gives you a gray-colored box filled with puzzle pieces. You open the box, and your go-to solution of separating flat edges from the jagged becomes defeating, for no flat edges exist in the box. Stranded with no picture of what the puzzle is supposed to look like and no flat edges to construct a frame, you may feel lost as to how to move forward. Yet, this is

2 • Reach Before You Teach

precisely what we ask of our teens. We ask them to build an identity without fully discussing with them what identity is or what it is supposed to look like. We don't let them see the picture on the box. We ask them to apply information to a seemingly vacuous concept. We also often fail to help them to build the framework of the puzzle, the fundamentals of themselves. We rarely delve deep into discussions of their values, morals, goals, dreams, feelings, and thought processes—all of which help them be better students and lead more fulfilling and purposeful lives.

As you give students puzzle pieces such as math, science, prevention programs, English, and health, you are asking them to find a place inside of themselves where that piece will fit. But our current system has failed to provide students with a framework for the self. Students cannot incorporate those pieces without a framework.

Defining the Self

self n.

1. The total, essential, or particular being of a person; the individual.
2. The essential qualities distinguishing one person from another; individuality. (“Self,” 2011)

The self is your essential being. It is comprised of all your likes, dislikes, wants, desires, needs, opinions, and beliefs. It is the core of your being. It is what makes you *you*—distinct, separate, and unique from all other beings on this planet.

Your experiences (past and present), as well as how you respond to them, shape who you are. The self perceives events, interprets experiences, and changes with each accordingly. You are in a constant state of change. Indeed, your very cell structure and synaptic connections have shifted since you began this chapter. Your self combines all the aspects of who you are and weaves them into the fabric of your every decision, echoing and reinforcing your self to the world. Hence, knowing who you are—being in touch with the consciousness of your self—empowers you to take control of not only how you perceive the past, but also how you handle the present and prepare for the future. Developing this concept in students is invaluable.

The Self as a Container

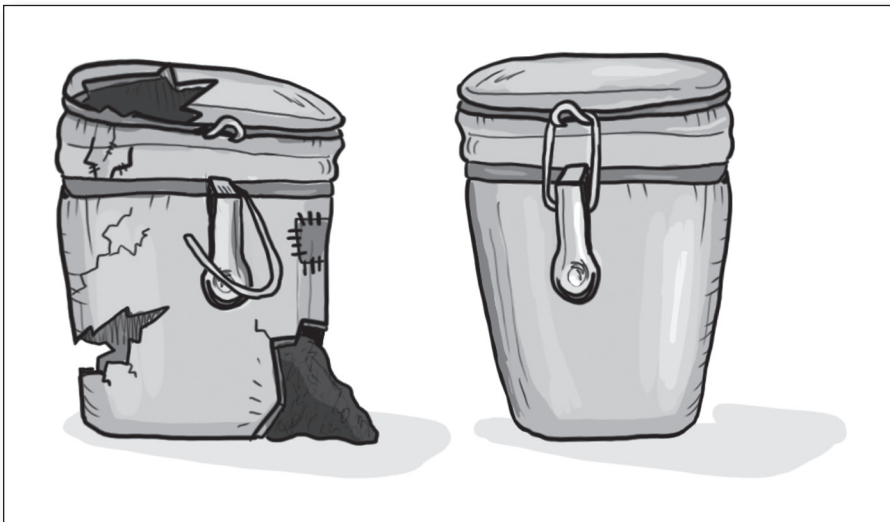
Imagine that you are born with a container at the center of your solar plexus that represents who you are. This is your core sense of self. Your container is unique to you. As you grow, elements such as upbringing,

culture, morals, genetic underpinnings, experiences, and all the things that make you *you*, go into the container and affect its condition, creating a unique self-representation (the container).

The relationship between container and contents is cyclical: What we put into the container permeates the walls of the container either strengthening or corroding its structure/condition. When contents of positive self beliefs permeate the container, they build a stronger overall self-concept (container) that we carry with us. However, the opposite is also true: Contents of negative perceptions about our selves can leach into the container walls and weaken its condition, leaving us with a core self-perception that is tarnished and corroded.

Hence, one person may imagine her container as a shiny platinum vessel with a firm and resilient bottom and sides impervious to outer elements. This is the result of contents that are self-affirming and provide a positive outlook on life, love, and work. With this belief, the self would be open to positive comments while prone to analyze, but not take personally, critical comments. However, another person may envision his container as a rusty old coffee can, choked with barnacles, where beatings and mistreatment have eroded potentials and rust has created a toxic internal environment (see the following illustration). These contents are negative self-perceptions that reap an often dissatisfying existence. Most people's containers resemble something between the two.

The container to the left looks worn, damaged, and leaking. The container on the right looks strong, polished, and resilient. What do the containers in your classroom look like?



Check In With Your Self

- What does your container look like?
- What's inside?
- What influenced the making of your container?
- How do its contents influence you each and every day?
- How would you change your container, if you could?
- Where might that lead you?

Your students' containers are being filled and formed with each and every moment spent in your classroom. As a result, your interactions with them are primed to either continually polish or tarnish their containers. Will they hold onto your positive statements or reject them like a sieve, dismissing any potential for growth? What contents will you contribute to help build the container? Are you securing the base with words of enthusiasm and support? Do you help polish the container, removing

barnacles of doubt? Do you fill it with positive experiences and hope? From this day forward, what will you choose to contribute?

Each student, regardless of age, has a container within him or her that represents his or her self-perceptions from years of external and internal influences. These self-representations embody all components of the self. This is why educating the whole self is so important—we can't leave any part of the container vulnerable to corrosion.

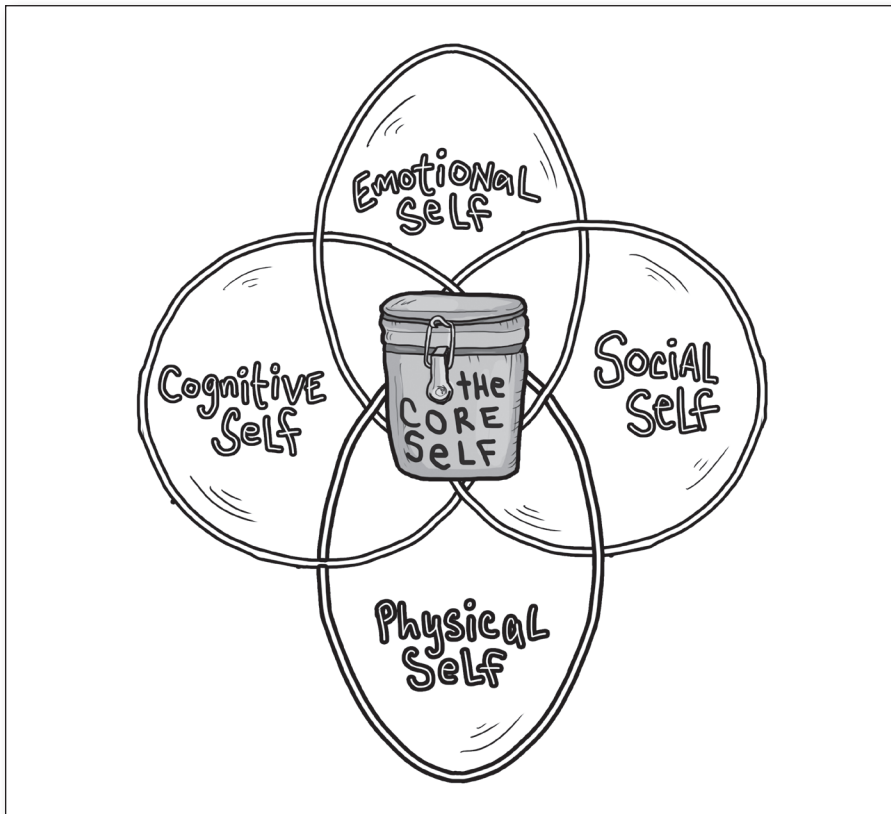
Four Components of the Self

What does the self look like? What are its essential elements? As the following diagram illustrates, the core of one's being is where the social self, the emotional self, the cognitive self, and the physical self intersect (other aspects of the self exist—spiritual, moral, cultural, etc.—but are not discussed in detail here). At the central point of intersection, strength is paramount. A weak structure here compromises the integrity of the other components of the self. Just as our bodies rely on core spine strength and stability for the health and flexibility of our limbs, the health of our self relies on a strong intersection of all these self elements.

Indeed, a strong, balanced, and integrated core opens the pathways toward awareness, curiosity, passion, and purpose. What does the core of your student population look like? How will you help your students to find their inner selves and strengthen their cores? With a strong inner core/ container

- Social issues don't cloud academic and life progress
- Emotional pain feels manageable
- The physical self supports life desires
- Cognition opens and creativity is enhanced
- Decisions resonate with who we are

Our physical, social, emotional, and cognitive selves overlap to form our core sense of self. When we are aware of each aspect, our core becomes strong and stable, giving us strength.



The following chapters explore each aspect of the self by providing understanding, illustration, contemplation, and strategies for intervention. Each chapter summary facilitates your transition from reading to application by including self-reflections on the topics as well as providing charts to facilitate integration and application of the information.

Repair of the Self

This book helps you not only identify the various states in which you find your students' sense of self, but provides various strategies for repair and intervention. Repair of the self often comes from others expressing empathy and compassion, although many other reparative interventions are offered in this book. Throughout these pages, you will be given insights into how the self forms, what can go astray, and what to do about it. In the end, you will be able to elevate the spirit of learning in your classroom and

6 • Reach Before You Teach

throughout your school simply because you have learned how to allow the self in your students to grow and be present.

When we teach to the self, we empower students not just with cognitive capabilities but also with the capacity to check in with who they are and

- Say no to dangerous influences
- Stand up to abusive relationships
- Make decisions that reflect positive self-concepts
- Foster strong social connections
- Find their passions and interests in life

THE SELF IN SCHOOL

Would you describe your students as distracted and unmotivated or as engaged and attentive? What motivates students to go to school each day? Is it to study Latin verb conjugations or to recite the periodic table of elements? Hardly. Most students enjoy school for the social benefits it affords them. It is a place of self-exploration via peer interaction. Indeed, identities develop through the mirror images and responses the students experience both with their peers and with you. As such, you play a pivotal role in their development: You can support them in their identity search or allow them to fumble along. With no guidance, their positive interactions are left to the whims of the numerous other self-searching students.

Typically, students have two *primary* sources of distraction in school. First, social distractions such as peer pressure weigh on them, albeit to different degrees. Without a solid sense of self, that pressure can become overwhelming and lead to risk taking and other maladaptive coping responses. Second, emotional distractions, such as divorce, trauma, or family demands, hinder performance by rendering students frozen in time, ruminating over their difficulties. A strong sense of self is critical to coping, overcoming and, indeed, growing from these common distractions.

To take a closer look at how the social self can impede academic and life success, imagine bringing an antidrug program to your school. It appears successful in school; students are engaged and receptive. That weekend at a party, however, Jeff may cognitively *think*, *Wait! I learned that this stuff is bad for me*. But now, living the peer pressure, he *feels* inadequate to follow through with the lessons learned in the program. Why? Because his self was not activated during the antidrug program, and therefore, he did not integrate the material as part of his identity. The self is the governing body that chooses what will have meaning and therefore will influence all subsequent decisions (it *makes* the decisions). One needs a strong self-concept to say inwardly, *I am not a person who takes drugs and I have the strength to stand up to peer pressure*.

People with fully aware, open, and positive self-concepts observe the actions of others and choose how others will influence them. They are able to make decisions by checking in with their selves, not by checking in with the crowd. People with poor self-concepts take things personally, self-sacrifice, join the crowd, and stunt their potential to make good social decisions.

The emotionally distracted student is likewise less likely to reach his academic and life potential. When teaching or giving important information to your students, the hope is that Johnny, or Suzie, or Nadia, or Abdul is actually listening, comprehending, and absorbing. This, however, *assumes* that Johnny (or Suzie . . .) has a solid self structure; that Johnny's not worried about his mother's alcohol problem; that Nadia is not ruminating over the last text message she read; or that Abdul isn't planning his next defense from a bully. Some students orbit the planet (while others inhabit it), not because they don't understand you, but because they lack the capacity to manage the other 18 things happening in their lives that distract them. Without emotional awareness and an ability to manage emotions, your students' chances for learning decrease while their stress levels and chances of dropping out increase—dramatically (Blair, 2012). A decrease in social and emotional distraction goes hand in hand with an increase in student engagement and academic success. Providing both an understanding of the causes of distraction and the tools to foster engagement and motivation is what this book hopes to achieve.

But, what do we mean by teaching to the self? How is it different from our teaching of today? How does it look in the classroom? For us, the question is not so much how it *looks* in the classroom, but how it sounds and feels to each student. Teaching to the self is expressed in the words spoken, the tone of voice used, the approaches taken in problem solving, and the overriding outlook that will drive your decisions in all aspects of your teaching.

Teaching to the self is a philosophy that, when utilized, will pervade your classroom and your perspective far more effectively than a few tricks that will “get students in line.” When you teach, you are reaching a social, emotional, cognitive, and physical human who is grappling with myriad changes and influences aimed toward identity development. You are teaching in a classroom filled with containers representing a mosaic of self-perceptions. They are colorful, wild, tame, muted—you name it. How you approach your teaching and the classroom atmosphere you create will influence those budding personalities.

With each intervention listed, the ultimate goal is to reach your students' core self. Programs that develop self-reflection and social and emotional skills (to be addressed shortly) have proved to be highly effective in helping students manage their behaviors and attend to academics. When

8 • Reach Before You Teach

students have your full attention, they learn more. This seems intuitive, but such a state is not always easy to attain.

We need to reach before we can teach.

To reach students takes a shift in our current perceptions—from simply transferring information from our brain to their notes (did the information linger long enough in their prefrontal cortex to enter their consciousness?) to connecting with our students so that meaning, passion, and purpose are created. It is in these connections that transformation takes place.

Teacher Illustration 1.1: The Importance of Reaching Students

Lorraine Skeen is a retired principal of Patrick Henry School, P.S. 171 in Manhattan, NY, which ranked as one of the lowest-performing schools when she began. Twenty years later, under her vision, P.S. 171 had the lowest rate of failure of several hundred zoned inner-city schools.

The relationship between teachers and students impacts student learning. Students need clear expectations along with strong emotional supports. These are intertwined. Under an older paradigm, this would be subsumed under the broad and often ill-defined umbrella of classroom management. At its best, this would include positive ways to motivate, engage, and support ego strength in order for a student to view himself or herself as a successful learner. At a young age, the development of a healthy self-concept through positive reinforcement is stressed. I have seen this meaningful support enhance student capacity for learning. Too often this is not a part of the approach used with older students.

SOCIAL EMOTIONAL LEARNING: ITS IMPORTANCE AND HOW THE SELF ENABLES SEL POTENTIAL

We believe that strengthening a student's feeling of well-being, self-esteem, and dignity is not an extra curriculum. If anything, a student's sense of belonging, security, and self-confidence in the classroom provides the scaffolding that supports the foundation for enhanced learning, engagement, motivation, self-discipline, responsibility, and the ability to deal more effectively with obstacles and mistakes.

—Robert Brooks (2012)

Social emotional learning (SEL), in our opinion, is one of the greatest shifts in pedagogical consciousness in decades. Maurice Elias and Joseph Zins (2006), leading authors and contributors to the field of SEL, describe SEL as the “capacity to recognize and manage emotions, solve problems effectively, and establish positive relationships with others, competencies that clearly are essential for all students” (p. 1).

Social emotional programs work. Dr. Joseph A. Durlak and his team conducted a meta-analysis of 213 school-based, universal SEL programs and discovered the importance of addressing the social and emotional needs of today’s youth: “Compared to controls, SEL participants demonstrated significantly improved social and emotional skills, attitudes, behavior, and academic performance that reflected an 11-percentile-point gain in achievement” (Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011). Additionally, when SEL programs were implemented properly, Durlak et al. (2011) found an increase in graduation rates and a decrease in bullying behavior.

Researchers are not the only ones convinced. Teachers have also strongly weighed in on the issue. At the 2013 Collaborative for Academic, Social and Emotional Learning (CASEL) Forum, the results of A National Teacher Survey on How Social and Emotional Learning Can Empower Children and Transform Schools were shared. Key findings include the following:

- Nearly all teachers (93%) believe SEL is very or fairly important for the in-school student experience.
- Nearly all teachers (95%) believe social and emotional skills are teachable and report that SEL will benefit students from all backgrounds, rich or poor (97%).
- More than three-quarters of the teachers believe a larger focus on SEL will be a major benefit to students because of the positive effect on workforce readiness (87%), school attendance and graduation (80%), life success (87%), college preparation (78%), and academic success (75%).
- 8 in 10 teachers think that SEL will have a major benefit on students’ ability to stay on track and graduate and that it will increase standardized test scores and overall academic performance (77%).
- Of the teachers who view negative school climate as a problem, 80% view SEL as a solution. (“The Missing Piece,” n.d.)

A shift in education is needed: a shift toward focusing on the development of the child’s sense of self. Indeed, today’s educational approach must foster social and emotional growth and weave well-designed programs aimed at building *the self* into curriculum. When we teach these skills, we enable students to understand, manage, and express the social

and emotional aspects of their lives in ways that help them to make smart decisions, whether in personal relationships, life, or work.

SEL and the notion of teaching to the self agree in the importance of creating socially, morally, and civically minded people who contribute to society; people capable of social awareness and emotional management; people who are healthy, cognitively and physically. How then do you teach so that these markers are attainable? Such teaching requires more than developing a set of skills; it requires knowing how those skills work together and the impact such skills will have on identity. This larger framework is precisely the goal of teaching to the self and one that further complements the SEL approach.

The self chooses and defines who we are and, in order to make sound decisions, often checks in with the social and emotional skills mentioned here. *However, the complete self understands not only its social and emotional self, but its deeply centered self—the who-am-I?—in each and every scenario presented.* The self knows who it is in relation to nearly any conceivable situation because the essence of the self is consciously available. For example, reflecting on “Who am I in relation to drugs and alcohol?” has a stronger impact on the outcome of a drug prevention program because the self was part of the learning process and incorporated the material as part of the identity. Furthermore, knowing about yourself aids in decision making (see Chapter 9). When making a decision, all the nuances and contributing factors pertaining to the self are pondered, reflected upon, and incorporated into the subsequent decisions—decisions that reflect the self.

SEL skills and teaching to the self work in tandem, but with slight differences: Take a moment to imagine that you are from a different planet. When you arrive here on earth, you are taught many different skills for your survival. You are taught how to wire for electricity, install sheet rock, create plumbing, lay foundation, etc.—all extremely useful skills, but all just singular disconnected skills until someone connects their central purpose: that with all these skills you can build a home. What type of home, how large, the layout, everything about it, is in your control. But, being from another planet, you would not know that you could build a home until someone pulled all those skills together for you and showed you their interlocking purpose.

The self provides a larger framework for incorporating all sorts of skills, programs, and core subjects. Whether it be leadership, mathematics, ethics, antibullying, drug prevention, or reading, until we teach students how these skills relate to the self, we fail to help them see, let alone build, their new homes—their self. As a result, they are left building a structure that is often put together haphazardly, without a well-thought-out framework, blueprint, or design.

We wish for every teen to have a strong sense of self: a well-designed “home” that expresses his or her unique style while also giving that teen shelter and protection from the outside world. In teaching to the self, we are attempting to reach each student at “home” where he or she is apt to feel safest, and to help each student build a structure that will serve him or her well and, ultimately, one that will welcome others.

Whether you are teaching academics, leadership programs, character development, antibullying, or nutrition, the greater your students’ sense of self, the more likely they will retain information and find it meaningful and relevant. SEL programs are an integral part of this journey, but an integrated self-concept, one that will help them to continually remodel and furnish their “home” in a way that resonates with who they are is essential.

HOW DOES A SENSE OF SELF CONTRIBUTE TO PERSONAL SUCCESS AND TO SOCIETY?

The U.S. Department of Education (2011) reported the 2009 dropout rate at 8.1%. This means that every day nearly 7,000 students become dropouts. Each year, 1.2 million students will not graduate high school. Though many students drop out in order to financially help their families, a large proportion of students drop out for other reasons. According to a National Longitudinal Study conducted by the U.S. Department of Education Statistics, a summary of reasons why eighth- and tenth-grade students dropped out broken down into categories includes the following:

School related

- 51% did not like school
- 35% could not get along with teachers
- 39.9% were failing school

Job related

- 14.1% needed to work
- 15.3% had to get a job
- 15.3% found a job

Family related

- 51% were pregnant
- 13.6% became pregnant
- 13.1% got married (Bridgeland, DiIulio, & Morison, 2006)

These reasons are related to the self. Sometimes teachers are unable to make a connection with the self behind the desk (Chapter 2). Sometimes students make decisions that result in them dropping out, the consequences of which have a ripple effect on society, family, and the nation. More than 12 million students will drop out in the next 10 years, resulting in a loss to the nation of \$3 trillion (U.S. Department of Education, 2011). But, it's not our nation that suffers the most; it is the human toll of lost potential, a terrible waste of possibility as well as productivity. (For more information on costs to society, see Chapter 9.)

Students who drop out do so usually because they don't feel a connection to a person at school or to the material at hand. Left without feeling connected and dropping out, they head off into the world to develop relationships, find work, and perhaps eventually raise children. Feeling no connections, what will be the quality of their lives? The quality of their work? What will be the quality of the parenting they give? What are the chances of connectedness and life satisfaction for that next generation

they raise? Academic success alone does not guarantee life success and happiness. In fact, feeling connected and engaged are greater indicators of life happiness than financial success (Seligman, 2011). By teaching to the self, you support and develop connection, confidence, and academics equally.

Check In With Your Self

Will developing a positive relationship with your students enhance or distract from your teaching? Their learning? Do you have an example of each?

Twenty-First Century Changes

School is not about merely transferring information from one brain to the next. If it were, we'd be robots—void of emotion, stimulation, grit, and spark. Today, we have technology and other sources to help us obtain infinite amounts of information. But how do we learn what to do with all this information? How do we transform it into innovative ideas that aid humankind? What information are we teaching to propel students toward their goals while meeting the demands of the globally competitive world? Today, teachers are being asked to teach the skills necessary to manipulate the information and apply it to a larger framework for common good. We call this 21st century skill development.

That development is enhanced, indeed becomes exponential, with the discovery of personal meaning: *How does this information fit with who I am or the goals I have for myself?* Teaching to the self increases the possibility that personal meaning will be discovered: Teaching to the self allows the

self to feel safe and open to exploring new material and incorporating it into one's self-perceptions.

We believe (and Socrates would agree) that asking questions is at the heart of eliciting insight and motivation. Open-ended questions involve the self and therefore spur reflection and forward movement. With this concept in mind, we wanted to share with you a section from Folwell Dunbar (2008), school leader at Young Audiences Charter School, New Orleans, LA, from his article "Essential Questions: Mining for Understanding":

A Question-Marked Curriculum

So, how do we venture beyond trivial pursuits? With apologies to self-help books and the Dalai Lama, the answer *is* the question. Most questions posed to students in schools are of the forced choice variety—the child is *forced* to *choose* a predetermined **correct** answer. What is the capital of El Salvador? Who wrote the Declaration of Independence? If a train left the station . . . what time would it arrive? While they are not always *trivial*, they do often elicit the response, "Who cares?" or "Does it really matter?" Not to mention, "I could have easily found this on Wikipedia." (Insert your own expletive or punctuation mark for emphasis.) As Emeril Lagasse would say, we need to "kick it up a notch!" and convert a percentage of our forced choice questions into essential ones: What can be done to bring political stability to countries like El Salvador in the developing world? What truths today are *truly* and universally self-evident? Planes, trains, or automobiles? What are the pros and cons for different modes of transportation?

Essential questions, also known as umbrella or driving questions, go far deeper than the classroom norm. According to Dr. Jamie McKenzie, they "reside at the top of Bloom's Taxonomy. They spark our curiosity and sense of wonder. They derive from some deep wish to understand something which matters to us. Students must construct their own answers and make their own meaning from the information they have gathered. They create insight." Grant Wiggins adds, "They provide focus for a lesson or unit of study and help reveal a subject's richness and complexity."

Indeed, Dunbar's focus on essential questions supplies a shift in consciousness: from "repeat the right answer" to "what do *you* think?" They engage the cognitive mind and also support the self. When we do this, the probability increases that the mental health of students will thrive along with their cognitive abilities.

STEPS TO SUCCESS—FOR TEACHING AND FOR YOU

Successful Teaching to the Self

Why read this book if you can't slip it onto the bedside table each night and go to sleep feeling good about your next day's task? To that end, we've created steps to success. Each chapter details a new step toward your end goal: reaching and teaching to a fully aware and involved (evolved) teen self. These steps aspire to fortify your teaching tools to set the stage for the most receptive minds possible.

Steps to Success

- Step 1: Understand and connect with the self behind the desk.
- Step 2: Soften defenses to foster academic and personal growth.
- Step 3: Provide tools for emotional management.
- Step 4: Use cognitive understanding to awaken potentials.
- Step 5: Consolidate the self in the social world.
- Step 6: Support the physical self for optimal overall health.
- Step 7: Create an environment that works for you.

Success for You

Although the main goal of this book is to reach and support each student's sense of self, that goal cannot be achieved unless you have continually checked in with your self and what feels right for you. Thus, within each chapter, you will find questions ("Check In With Your Self") that ask you to be very clear and real with yourself about who you are in relation to teaching and to the material presented. The book is based on the idea that a sense of self is the foundation to feeling successful, in school and out, but that sense of self is not exclusive to the student body. Your success also relies on your own self-reflection.

Teachers cannot begin to help and understand their students until they first understand themselves. How well do you understand yourself? How does the way you were raised affect your teaching style? Your ability to connect with students? Does it even matter? We suggest that it does. Immensely. And studies support this.

For instance, in 1994, a study found a positive relationship between teacher self-esteem and teacher classroom interaction. Students simply felt

more comfortable, more connected, and more engaged with teachers who had higher self-esteem. The variables of age, years of teaching experience, and class enrollment showed no correlation (Lee & Hirschlein, 1994).

Self-esteem is a close cousin to one’s sense of self. “Teachers with the clearest and most positive sense of self are in the best position to facilitate the development of high self-esteem in their students” (Lee & Hirschlein, 1994).

On a scale of 1 to 10, with 1 being low and 10 being high, please rate yourself:

- _____ My feelings of self-esteem
- _____ My stress level
- _____ My health
- _____ My productivity
- _____ My ability to connect with my students

If you follow the general findings, teachers who have a high self-esteem have lower stress levels, better health, productivity, and connections with their students.

You are the most significant person affecting your students’ sense of self while they are at school. As such, please check in with your own. The better you feel about yourself, the more genuine you are and the more likely your students will connect with you. If your self-esteem is tenuous, we hope that through reading this book, it will become more solid by knowing who you are as a teacher who is striving to implement practices that promote your students’ well-being on many levels.

CHAPTER SUMMARY

Check In With Your Self

The way I feel about myself (my container) has an impact on how I teach:

_____ Not at all _____ A little _____ Somewhat _____ Definitely

In addition to the “Check in With Your Self” section, each chapter will have intervention charts to help you flesh out appropriate interventions

16 • Reach Before You Teach

for challenging situations. Below is an example of the charts. Your work on these charts will begin in Chapter 2 where we take a detailed look into the development of the self.

Situation	Goal	Intervention
<p>Describe a situation you hope to improve.</p> <p><i>Tanya spaces out during instruction time and makes careless mistakes. If I call her out, she is embarrassed.</i></p>	<p>What do you hope to achieve with the student?</p> <p><i>For Tanya to feel connected to the material and feel more comfortable in class.</i></p>	<p>Which intervention in the chapter will you use?</p> <p><i>I will try making eye contact with her and develop more of a connection. Getting to know her a bit may make her feel more comfortable.</i></p>

Outcome
<p>List the time frame and overall impressions.</p> <p><i>After a month, there has been an improvement in her attitude and her ability to pay attention. She is doing better overall.</i></p>