

**EDUCATIONAL STUDIES COLLOQUIUM SERIES
Fall 2004**

Sponsored by the
College of Education

University of Louisiana at Lafayette

Colloquium Information for Fall 2004

Dates: Monday, November 1; Tuesday, November 9

Time: 12:00-1:00 PM

Location: Maxim Doucet Room 104
University of Louisiana at Lafayette

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Speakers

November 1: Valanne L. MacGyvers, Ph.D.

Mind Control: The Development of Executive Cognitive Functions and the ADHD or Bipolar Child

November 9: Steve Caldas, Ph.D.

The Causes and Consequences of Increasing Federal Control Over Local School Districts

Abstracts

The Causes and Consequences of Increasing Federal Control Over Local School Districts

Steve Caldas, Ph.D.

Educational Foundations and Leadership
University of Louisiana at Lafayette

The presentation discusses two important ways the desegregation of schools has shifted school control from local communities to the federal government. First, over the history of desegregation the federal courts became increasingly involved in setting goals and policies for school districts. Second, this sometimes heavy-handed judicial oversight often drove whites, along with their involvement and resources, from desegregated school systems, making the systems even more dependent on federal funds. These two developments--judicial (mis)management and large amounts of federal funding for poor, mostly minority districts--have severed middle-class involvement in schools and weakened local communities under coercive federal court orders. The No Child Left Behind Act is also shifting control of educational policy decisions from local and state authorities to the federal government.

Mind Control: The Development of Executive Cognitive Functions and the ADHD or Bipolar Child

Valanne L. MacGyvers, Ph.D.

Department of Psychology
University of Louisiana at Lafayette

The presentation explores the nature of both ADHD and the newer Bipolar Disorder in the child, particularly as they relate to cognitive control. Both disorders feature impulsivity or lack of control over cognitive behavior, therefore over all behavior. We will examine research related to the emergence of cognitive control in the ADHD and normal population. In addition, we will discuss research that highlights educational accommodations to enhance learning in ADHD children. Finally, we will highlight the distinctions between the ADHD child and the Bipolar child. Ample time will be allowed for questions and dialog.