



Teachers' Attitudes toward Children of Drug-related Births (Children of Poverty)

June Hubbard

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This book explores common perceptions of and misconceptions about the increasing number of drug-exposed children entering our educational system, showing how poverty and images projected by the media have an adverse affect on the lives of these children. The study investigates teachers' attitudes toward children who are born exposed to crack or cocaine, focusing on teachers' expectations of these students' social and neurobehavioral responses. This book considers a number of practical implications for those involved with drug-exposed children or interested in their cognitive and social development. The atypicalities in development and behavior which these children exhibit raise important concerns for their parenting, education, and socialization.

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