

VOYA, voice of youth advocates, review of teen obesity book

"This extraordinary book is for educators and school administrators. Overweight teens suffer mightily during their high school years and are then at risk for serious health problems as they reach adulthood. Although other risky teen behaviors such as smoking and drinking alcohol are targeted in school prevention programs, eating and nutrition receive cursory attention. In fact, school lunches are often contributors to the problem of teen obesity, with starchy entrees competing with vending-machine fare. Fibkins uses a variety of tactics in analyzing the problem, from sky-rocketing statistics on teen obesity to personal anecdotes about unhappy teens, and then systematically works on offering solutions. He suggests that schools need to create cafeterias that are appealing in design as fast-food restaurants and that offer solid nutritional choices. School cafeterias are often the first target in a budget crunch, with income from fast-food vending machines a welcome resource. In addition, educators need to include a component on food choices beyond an explanation of the food pyramid. Information needs to be offered on how to resist the allure of fast food, for example, or how processed food directly impairs bodily functions. Furthermore, schools need to revitalize physical education programs to encourage a life-long habit of exercise.

Fibkins brings together a great deal of information and research in this readable volume, which addresses a teen issue that, if left alone, could prove to be the most serious health threat of all."

Diane Colson, VOYA Staff

Review for An Administrator's Guide To Better Teacher Mentoring by Reference & Research Book News

"Fibkins practiced step-by-step text provides suggestions for the selecting and preparing of mentors for new and mid-career teachers, the design of a mentoring curriculum, and monitoring of a school-based program."

Review for Students in trouble: schools can help before failure by Professor R.C. Morris, University of West Georgia. Recommended for undergraduates through practitioners.

"This highly opinionated, four-chapter volume analyzes deep and impending problems associated with the growing number of troubled students and parents in our schools who are affected by personal and well-being problems. The first chapter, "Students in Trouble," is a mandate for action on the part of educators. Author Fibkins believes we have created a school environment in which it is difficult for students and parents to ask for help when they encounter personal problems that interfere with learning and development. A subsequent chapter focuses on how school administrators can begin to create comprehensive programs to deal with students heading toward "the margins." The final two chapters specifically show how to create a "new decentralized intervention model" that can quickly respond to marginal students, and offers a case study on how one high school built an effective intervention model. This volume, written from a very personal perspective, probes some of the more difficult questions facing educators about the application of "no child left behind," specifically the kinds

of interventions students have been historically receiving in school and those they should/could be receiving.