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DISSERTATION

**WHAT ARE THE MAIN CONCERNS RELATED TO STUDENTS WITH
DISABILITIES AS THEY TRANSITION FROM SECONDARY SCHOOLS TO
ADULT LIFE?**

Submitted by

Thomas J. P. Neuville

School of Education

In partial fulfillment of the requirements

for the Degree of Doctor of Philosophy

Colorado State University

Fort Collins, Colorado

Spring 2000

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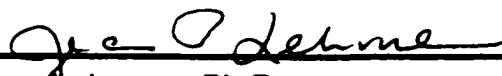
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WE HEREBY RECOMMEND THAT THE DISSERTATION PREPARED UNDER OUR SUPERVISION BY **THOMAS J. NEUVILLE** ENTITLED, **WHAT ARE THE MAIN CONCERNS RELATED TO STUDENTS WITH DISABILITIES AS THEY TRANSITION FROM SECONDARY SCHOOLS TO ADULT LIFE**, BE ACCEPTED AS FULFILLING IN PART REQUIREMENTS FOR THE DEGREE OF DOCTOR OF PHILOSOPHY (PH.D.).

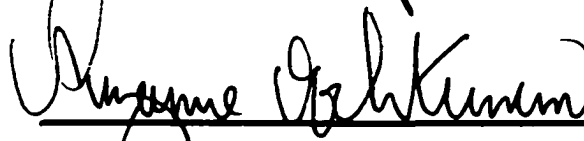
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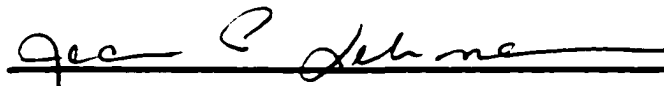
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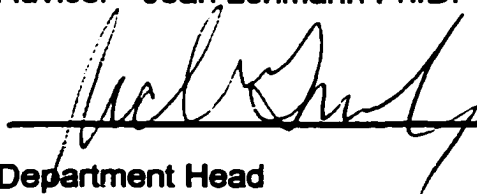
Susanne Tochtermann Ph.D.



Jack Brouillette Ph.D.



Advisor - Jean Lehmann Ph.D.



Department Head

ABSTRACT

**A STUDY AND ANALYSIS OF THE MAIN CONCERNS RELATED TO
STUDENTS WITH DISABILITIES AS THEY TRANSITION FROM SECONDARY
SCHOOLS TO ADULT LIFE.**

Thomas J. P. Neville

With the reauthorization of the Individuals with Disabilities Act (IDEA, 1997), lawmakers indelibly reinforced and expanded the role of the student. The capacity of the student to be self-directing and the capacity of the professional to understand all communication coming from the student determine the meaningfulness with which all educational decisions are made. Therefore, being able to know and act on the essential and distinctive characteristics of the student needs is vital to compliance with both the letter and spirit of the law. There are two purposes of this study. First, to develop theories related to or associated with characteristics of successful transition processes grounded in student concerns, and second, to develop questions for further study and learning regarding the responsibility of the transition process in secondary schools.

This research expands upon previous investigations into processes of school-to-adult life transition in relation to environmental and relationship influences by focusing specifically on the essential and distinctive characteristics of student needs from the perspective of the student and discovering the processes leading to both positive and negative learning environments. This investigation was conceptualized under the paradigm of qualitative research and

implemented according to grounded theory techniques. Interview respondents were parents, teachers, and students with disabilities in a private special education secondary school. Naturalistic inquiry allowed students, teachers, and parents to be interviewed while employing purposeful sampling. Students were interviewed if they were active in the transition process and expressed an interest in talking with the researcher. Teachers working with the participating students were interviewed, and parents of two students that were available were interviewed. Interview and observational data were analyzed using grounded theory coding procedures. The grounded theory includes the identification of three salient properties that students request be met in order to enhance and make practical their actual learning experience. Specifically, students increase their desire to achieve and learn when they are understood as individuals (theory of Supreme Excellence), interact in democratic educational practices, and engage in symbiotic relationships.

**Thomas J. P. Neuville
School of Education
Colorado State University
Fort Collins, CO 80523
Spring 2000**

DEDICATION

This study is dedicated to a few very important people. Without them I would not have started the process, completed the study and gained insight presented throughout these pages.

The most critical contributors to the completion of this study are the students and community members at Camphill Special Schools in Glenmore, PA. I can only hope that I understood what they tried so hard to tell me.

I am indebted to Jean Lehmann, Ph.D. who is a rare educator. Dr. Lehmann gave me the opportunity, challenged me and held my hand for seven years. Dr. Lehmann can be found working for knowledge at Colorado State University in Fort Collins Colorado.

Ray Nelson Ph.D. is the gateway to my seeking to start the degree and the study. Dr. Nelson told me to earn a doctorate. Dr. Nelson also gave me the perfect words of advice when I was stuck in the middle of writing the results of this study. Dr. Nelson has made thousands of similar contributions to the students at the University of Northern Colorado in Greeley Colorado.

Elizabeth Neuville who enriches the lives of people in her community daily continues to enrich my life and understanding. Steven Latsha's sense of humor and tolerance made this study possible. Elizabeth and Steven put up with more than they should have and left the comfort of their home to give me the time to produce.

Sarah Pennock Neuville put me on a time schedule that was certain. Sarah's schedule allowed me to push through some very difficult times. My wish is for the results and findings of this study to positively impact Sarah's life.

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PROLOGUE – THE LITERATURE REVIEW PROCESS

This study has made extensive use of the literature review process. Review of the literature is contained in several sections in order to preserve the integrity and validity throughout. The researcher has relied on the participants of the study and the current literature prior to the study, during the study and while reporting conclusions. This process applies to the original assumptions, methods of the study and final questions and theories.

The reader may wish to review the literature findings relating to original assumptions in Chapter One. Definitions of key concepts such as transition and social interdependence are detailed in Chapter One. Methodological justifications are based on current qualitative literature and are throughout Chapter Two. The discussion and theory development in Chapter Four is grounded in the participant data and supported by an extensive review of the current educational and sociological literature. Finally the researcher preformed a literature review on the principles of self-determination in Appendix A. The self-determination literature review is relevant due to many of the findings paralleling the literature on self-determination.

CHAPTER ONE

INTRODUCTION AND REVIEW OF THE LITERATURE

The purpose of this study is to discover the main concerns that students with disabilities have as they transition from secondary schools to adult life. As a result, the researcher is focusing on the area of concern (students with disabilities) and not the problem. Grounded theory validated and guided this research. Glaser (1992) says that a researcher must move into an area of concern with no chosen problem. The underlying principle in grounded theory, according to Glaser (1992), is that the research problem and its boundaries are discovered as the open coding begins on the first interviews and observations. This process of emergence is guided by focusing on the area of concern (students with disabilities) and not the assumed problem, according to Glaser (1992). This researcher has chosen to admit to the bias of an assumed problem (exclusion solved by interdependence), research the literature, then begin the grounded theory process. What is learned from this will emerge as the analysis progresses. The following flow chart (Table 1) depicts the study process.

Table 1. Process of the Study

Choose an area of interest (students with disabilities in school transition programs).

1. Perform a review of the literature based on the assumptions of the researcher (focused on interdependence because exclusion is assumed to be a problem).
2. Select school and gain access (including human subjects committee).
3. Collect data through the use of participant observation and informal-formal interviewing (see methods section for details of this step).
4. Analyze data through the use of coding and code comparison. The data is searched for the problem to emerge as seen by the students with disabilities.
5. Write up and interpret results.
6. Perform a review of the literature based on the theories that emerge.

Theoretical Framework and Review of the Literature

Hamilton (1989) states that what happens in one country influences another country. What happens with one person happens with another. Hamilton (1989) further reports that today's education is not complete unless our citizens understand the importance of interdependence. Condeluci (1995) suggests that in our paradigm of a mechanical world, which designs services (and education) after the well-known medical model, interdependence has not been understood. Interdependence, according to Hamilton (1989), must start the moment the student enters school and must be discovered first-hand by students. Only by discovering the links existing between people, places, and structures will students learn the importance of interdependence, Hamilton (1989) asserts.

Interdependence, according to Condeluci (1995), is not a new term. It professes that there is an interconnection or interrelationship between two entities. The mechanical worldview relies on acculturation or the process of finding differences and forcing assimilation, according to Reynolds (1992). For example, the processes of normalization, as developed by Dr. Wolfensberger in the early '70s, were misunderstood. The response of the human service professional was to determine the differences of people with disabilities, and eradicate those differences by replacing them with what is held as valued only in the dominant culture. Reynolds also explains that we must move toward enculturation or the assuming of congruence between worldviews of groups. In order to evaluate if we are making progress, Reynolds (1992) introduces us to the concept of social interdependence. As defined by Reynolds (1992), the concept of social interdependence is the cornerstone of this study as assumed by the researcher. Reynolds suggests that individuals must have opportunities to make sense of their worldviews in three categories: self, other, and relationship to other. Social interdependence is comprised of these same three categories.

Background and Need for the Study

Suzuki (1991) states that relationships are forged by what is referred to as the life boat situation. Suzuki (1991) further implies that strong community structures are nurtured when people are in a symbiotic relationship. That is when people profit by entering a relationship as well as contribute to the welfare of the other party. Suzuki (1991) also presents the concept of social interdependence being judged by three

components, self (self-esteem), others (sense of community), and self to others (symbiotic relationship).

For people with disabilities, a critical and frequently found relationship is that with the helping professions (i.e., adult service providers, school support professionals). Ram Dass (1985) speaks of the professional as helper. As a helper, Dass (1985) states that we enter the helping (caring, teaching) fields more to satisfy our own personal motives than the expression of natural compassion. Dass (1985) further points out that the aura a professional establishes as a helper undermines the confidence of the helped and cuts both the helper and the helped off from forming a symbiotic relationship. According to Dass "if some of us are busy being helpers there must be others under continuous pressure to be helped" (Dass, R., 1985, p. 134). Thus a relationship based upon the knowledge of our common humanity (social interdependence) is prevented. Our institutions and rules of how we form relationships are established from a power base that alienates us from each other and requires a lower functioning class of people for helpers (teachers) to help and thus meet the needs of the helper (Dass, 1985; Wolfensberger, 1991; Suzuki, 1991; Illich, 1987)

Social interdependence brings us all to a level of responsibility that, according to Bellah (1992), we both recognize and resent. When we resent it, according to Wolfensberger (1991), we perceive and evaluate certain groups and people as having no value. It is this evaluation that Suzuki (1991) says causes people from the dominant ideology to neglect positive attributes. When neglecting positive attributes is the norm, a symbiotic relationship is not likely due to a failure to see any potential lifeboat situation.

According to Wolfensberger (1991), students with disabilities are among those groups of people that are perceived as having no value.

The role of schools confounds education. Schools today exist in a time when one-third of people's lives are spent having their learning prescribed. Teachers build skills in the student to allow them to accumulate further needs (Illich, 1987). For those who are viewed as having no value, that is, students with disabilities, teachers become prestigious pushers who manage the habits of students with disabilities (Illich, 1987; Wolfensberger, 1991). The student with a disability is gaining the knowledge that personal habits are first decided by someone else, then must be managed by a professional. The resulting action becomes the first broken link to social interdependence, the broken link which blocks mutuality in relationships.

In contrast, mutuality in relationships is, according to Kram (1988), characterized as both individuals being the helper and recipient of help. Kram (1988) further states that only through a mutual relationship will a sense of competence, responsibility, and identity as an expert be developed. Without social interdependence as an active part of the learning environment, students with disabilities will likely not develop a sense of competence, responsibility, and identity as an expert. They are forming life-long habits of dependence. In a speech given in Littleton Colorado to the ARC-Arapahoe membership in 1994, a parent illustrates the desire for personal strength and the potential harm of well-intentioned caregivers.

I simply want Melissa to live a life like we live. A life without the burden of being responsible for the needs of all the carers out there. It seems to me that it is people getting their caring needs met that ultimately end up excluding Melissa. A few years ago Bob, Melissa and I found the perfect

community for Melissa to be part of. An intentional community was being planned in a Denver suburb. The idea was to build homes in a circle and have a common community center and kitchen. The building site was close to shopping, entertainment, bus lines, and other neighborhoods. Bob, Melissa and I could not be happier. We made arrangements to purchase one of the homes and started to attend the community organizational meetings. We attended three or four meetings and everything went well. Plans started to formalize for building the homes and the community. The building started and the meetings slowed down. That was to be expected during the building phase. About a year later we received notice of a meeting. At the meeting we discovered that people had been gathering for the entire year and had not invited Melissa. The group had decided that Melissa could live in the community only if a caretaker lived with her. The original meetings had been good and people were excited but they would not have time to do the care they thought necessary. With all the other community members the group had discussed how each would support the other. When Melissa was considered the caring community members could only see a burden. No contribution was thought possible. Our dreams were smashed, my heart sank and Melissa knew she did not have a home. I have experienced this with Melissa her entire life. The clue to it happening is that someone enters our lives and offers to care. I have come to realize that this offer to care is a request to meet their needs as a caregiver. These relationships are always short term and marked with a need to keep Melissa from contributing to the relationship in any way except to be dependent on the current carer.

This story illustrates both the problem and the solution. The problem, according to Melissa's mother, is that Melissa rarely experiences relationships with people that are characterized by mutuality. Melissa's mother believes without mutuality the relationship is viewed as a burden, with Melissa being unable to contribute. The solution, according to Melissa's mother, is found in symbiotic relationships. The information regarding the importance of interdependence and symbiotic relationships has thus far come from parents of people with disabilities and professionals. I have not found, in the research literature, validating information from the students with disabilities. Therefore, this study

attempts to start the creation of knowledge based on the perspectives of students with disabilities.

The purpose of this study is to determine the main concerns of students with disabilities as they transition from school to adult life. This study used the processes of grounded theory and unique case orientation. According to Patton (1990), this is particularly useful regarding educational issues. Students with disabilities represent a particular group faced with a particular problem in a unique (school-to-life transition) situation. The use of case studies in the unique case orientation approach is the method of choice in studies faced with specific people, particular problems, and unique situations (Patton, 1990). The question to be answered is: what are the main concerns related to students with disabilities as they transition from secondary schools to adult life? Informal interviews along with observation of the environment form the data to be analyzed for evidence of the main concerns as perceived by the students. The remainder of Chapter One is dedicated to reviewing the literature on the issues raised above as well as the school transition process.

The School Transition Process History and Meaning

The context of this study is that period of time referred to as transition. The researcher has chosen the broadest definition of transition. The transition is assumed to be to adult life in total. The view of transition to employment is too narrow and has been rejected. According to Pallas (1993), transition from adolescence to adulthood involves interrelated events and role changes. The role changes are predominantly around a movement from dependence to independence. In our society, according to Pallas (1993),

the major signifiers of adulthood are work and family roles. In essence, according to Pallas (1993), the transition process is that period of time when an adolescent participates in activities that start the change in roles. Marini (1984) separates “enduring adult activities” from “transitional activities.” For example, college or military experience could be defined as transitional; whereas, parenthood and full-time work are adult activities.

The roots of transition (Halpern, 1994) originate with work/study programs and later career education programs aimed at learning all skills necessary to gain the highest levels of social, personal, and economic fulfillment. Transition, according to Halpern (1994), refers to a change in roles the individual plays. The change is from roles of a student to the emergent roles of an adult in the community. For the student with a disability, Wolfensberger (1983) claims that the roles must be highly valued roles embedded in the particular community in which the individual lives.

Government funding and community support of those funds, coupled with poor outcomes for students with disabilities, dictated the indication of transitions as a “school-to-work” program. The staff at the Office of Special Education and Rehabilitation Services (OSERS) recognized this political reality in 1984 when they wrote their position paper on transitions. OSERS also understood the points promoted by professionals such as Halpern regarding consideration of all adult roles related to the transition process. Although OSERS’ position was concerned primarily with employment, their language clearly left the door open for broader interpretation, desired outcome, and activity. OSERS stated that transition is an outcome-oriented process encompassing a broad array of services and experiences that lead to employment and community integration. Incorporating the community as part of the learning team, vesting increasing power and control in the individual learner, and making use of planning and implementation processes are the three cornerstones that represent best practices in transitions (Wehman, 1994).

Best practices of transition

Individuals with disabilities entering into adult life are faced with the challenges of building relationships, getting and keeping jobs, and taking responsibility for the design of their life. The need for social interdependence (knowing self, others, and the relationship of self to others) is a key ingredient of success. The qualities of transition, assessing personal abilities, setting personal goals, and taking the responsibility to find the paths to success, are key critical indicators of social interdependence. Mithaug (1994) proposes five criteria (e.g., access to all, individualization, community settings,

guaranteed benefits, and generic problem-solving) to achieve excellence in transitions.

Access to all refers to the recommendation that all students, college-bound or not, disabled or not, should have access to apprenticeships. Individualization of apprenticeships should result in the abilities, needs, and interests being developed.

Community settings is important, according to Mithaug, because the best learning and development take place when students are in settings from the community, classrooms, and workplace. Guaranteed benefits should come with success in the apprenticeship program and result in a guarantee of further education, credentials, job availability, and independent living opportunities. Generic problem-solving must be developed in all students so they are able to do well with the demands of education or adult life.

Mithaug's perspective comes from the traditional apprenticeship programs. The learning areas are largely rooted in an employment perspective. For many, this perspective is the total of best practices. While nothing is incorrect regarding these components, they are not inclusive enough of all the roles an emergent adult expects to play. Halpern (1994) suggests four major components for transition planning. The components broaden Mithaug's elements. According to Halpern (1994), the required characteristics are self-determination, self-evaluation, student identification of post school goals, and student selection of educational experiences.

Social Interdependence as it Applies to Transition

Traditionally, according to Condeluci (1995), special educators have been training and teaching students to be independent. Teaching for independence absent the criteria of being student interest-driven, building relationships and making community contributions

actually causes the student to increase dependence, according to Condeluci. Falvey (1989) validates this when she proposes that the first consideration in planning is establishing the validity of the educational activity as being foremost functional. The goal for persons with disabilities, according to Falvey (1989), should be the gaining of functional control over their environment for greater independence. Independence results from achievements in five domains, according to Falvey (1989). Transition programs are encouraged to prepare students to function within the following domains: a) domestic, b) leisure, c) community/mobility, d) community/consumer, e) vocational (Falvey, 1989, p. 190). Students with disabilities are taught skills such as cooking, banking, job-seeking, and skiing. However, many individuals with disabilities, according to Brooke and Wehman, (1995), characterize this training as paternalistic or as a "professional knows best" attitude because the student with a disability does not typically choose the specific curriculum, and the training activity does not directly contribute to their community. This general air of condescension toward individuals with disabilities has many negative and far reaching implications (Brooke & Wehman, 1995, p. 310). The air of contempt or perspective of a person being unworthy suggested by Brooke and Wehman results in a student with a disability being defined as deviant, according to Wolfensberger (1983). Wolfensberger (1983, p. 24) further states that how a person is perceived and treated by others, in turn, will determine strongly how a person subsequently behaves. Therefore, the more consistently curriculum choice and community contribution are withheld from a student with a disability, the more the student is perceived and treated as deviant. The

deviant status, according to Wolfensberger, results in social expectations of deviant behavior.

Falvey (1989) speaks further regarding the professional independence model when she recommends the following issues be addressed in the transition plan (Falvey, 1989, p. 198): a) appropriate vocational options, b) residential options, c) leisure opportunities completed with a minimum amount of support, d) a program to establish and monitor eligibility, e) case management services, f) long term support. Use of these goals suggests a philosophy of individualization and student focus; however, major contradictions exist in the field (Brooke & Wehman, 1995). The general goal of independence has focused implementation on strategies (i.e., teaching specific domains) and ignored the philosophy of educational purpose (i.e., community contribution, personal relationship, individual choice). Terms and types of curriculum are related to implementation strategies and have nothing to do with the approach or concept of fundamental desired outcomes (Brooke & Wehman, 1995). Therefore, secondary special education programs have little impact on students' adjustment to community life (Wehman, 1990). The learning is random and not based on the life or interests of the student. Consequently, emphasis is now shifting to teaching students interdependence (Condeluci, 1995). Interdependence is the ability to connect with people in one's own community and nurture a network of supports that help one have a chosen desired life (Falvey, 1993). The Random House Dictionary defines interdependent as the state of being mutually dependent or dependent on one another. Interdependence is, according to Covey (1989), the highest developmental stage in a person's growth. Interdependence,

according to Falvey (1993), is facilitated when schools model and reflect values of including all students and systematically build connections between the school and community participants. Building such community connections is essential in order to foster belonging (Falvey, 1993). Along with the issues of transition planning listed above, the curriculum content must teach such skills as creating a just community and society, and caring for and helping one another (Falvey, 1993). Interdependence is dependent on basing curriculum on the content and activities of caring and justice. For example, students learn about what they are good at and how to offer that to a person in their community. Student organized associations may be based on community need, student interest, and diverse membership.

Our schools and adult development systems must prepare people to be self-controlling in ways that are highly conscious of our relational interdependence. Robert Ezra Park in Coser (1977) wrote of the essential qualities of a community. The qualities are 1) a population, 2) rooted in the soil it occupies, 3) people living in relationships of symbiotic mutual interdependence. These societies are interrelated in the most complex manner, according to Coser (1977). First (1991), illustrates the importance of committing to a specific population:

Advocacy-driven school reform is accomplished by parents, teachers, principles, students, and advocates providing vision, energy, talent, hard work, commitment, and tenacity in roughly equal proportions. When all sectors of the school community work together to attain (basic) entitlements, every student is ensured the opportunity for school success. (p. 9)

The Stainbacks (1992) describe the importance of being rooted in the soil as being related to building partnerships for student progress. For example, curriculum should be the product of community development and, as such, the process becomes a shared responsibility (Stainback & Stainback, 1992). According to Ramsey and reported in Stainback (1992), there are eight curriculum goals illustrating the need for interdependence and symbiotic relationships in inclusive special education. They are as follows:

1. To help children develop positive gender, racial, cultural, class, and individual identities, and to recognize and accept their membership in many different groups.
2. To enable children to see themselves as part of a larger society, to identify, empathize, and relate with individuals from other groups.
3. To foster respect and appreciation for the diverse ways in which other people live.
4. To encourage in young children's earliest social relationships an openness and interest in others, a willingness to include others, and a desire to cooperate.
5. To promote the development of realistic awareness of contemporary society, a sense of social responsibility, and an active concern that extends beyond one's immediate family or group.
6. To empower children to become autonomous and critical analysts and activists in their social environment.
7. To support the development of educational and social skills that are needed for children to become full participants in the larger society in ways that are most appropriate to individual styles, cultural orientations, and linguistic backgrounds.

8. To promote effective and reciprocal relationships between schools and families.
(p. 20-21).

Park, as explained by Coser (1977), studied the ecology of interdependence in order to understand moral and social orders. According to Park, a person who is excluded from or not educated in such goals, as the eight curriculum goals quoted by Stainback (1992), is a person who is not part of a community because he or she is excluded from the complexities of interrelatedness. Park taught that human societies are made up of interdependent individuals competing with each other for dominance and are at the same time participating in common collective actions (Coser, 1977). People with disabilities experience exclusion from competing and collective action, thus their role is based on being a valueless burden on the community as a whole (Wolfensberger, 1983). A person with a disability being assigned a less valued role does not help others, perform volunteer work, or even contribute to their own life.

According to Twine (1994), it is the dynamic between relationships and self-determination, or the notion of social self, that is lacking in modern industrial society. Twine asserts that it is the social self that is dependent on society. Twine (1994) further writes that humans are social animals who are dependent on social relationships for their development, and those social relationships are structured by the distribution of material resources. Therefore, we are dependent, according to Twine (1994), on material resources for development of social relationships. This interdependence is not often considered or even admitted. (Twine, 1994). Because humans are developmental and respond to

political, social, and economic contexts, it is important that each person be prepared to take advantage of each context (Twine, 1994).

Self-discipline and self-mastery are the foundations of good relationships (Covey, 1989). Relationships are the essence of interdependence. The ability to nourish rich, enduring, and productive relationships with others is interdependence. The existence of a tension between relationships and individualism or self-determination is desirable and healthy. Another way to approach interdependence is to consider that interdependence is defined according to the extent people control each other's behaviors (Cook, 1993). Cook (1993) states that interdependence theory suggests three sources of control over outcomes. They are fate control, behavior control, and reflexive control. Reflexive control specifies a person controlling his or her own outcomes and is independent of any partner. Fate control is concerned with the partner's control of the actor's outcome. Behavior control reflects the degree to which outcomes are a function of the joint actions of partners (Cook, 1993). According to Cook (1993), behavior control is a source of interdependence. This is due to outcomes being dependent as much on one person's behavior as the other.

When a school system or adult service organization focuses on independence as an outcome and uses the readiness model to achieve that outcome, interdependence, most likely, will not be attained. The readiness model asserts that when a learner is "ready," he/she will be allowed access to roles of independence. If we are to believe Covey (1989) that independence is a prerequisite for interdependence, interdependence will have little

chance of being part of people's lives if transition processes are designed around the notion of students getting ready for independence as the ultimate objective.

Interdependence is the ultimate objective and a choice only independent people can make (Covey, 1989). The path of dependence, independence, and interdependence is based on the proposal that humans are motivated to control their environmental relations, and that exposure to an unresponsive, uncontrollable environment creates a sense of helplessness (Cook, 1993). Interdependence is critical if people are to play out their potentials in all emerging adult roles. The social self that Twine (1994) speaks of cannot develop without inclusion in society. Relationships and social rights are concerned with establishing the cultural and material conditions for social inclusion and participation so that the social self may develop. The interplay of self control and relationships as it relates to each stage of dependence, independence, and interdependence is the key to learning the roles, yearning the roles, acquiring the knowledge and skills required, and having available the material wealth required in our society. Do students agree with OSERS assertion of 1984 (reported in Halpern, 1994) that transition programs should expand to include employment plus all realms of living? Have they experienced and formed opinions on the use and importance of self-determination as presented by Halpern (1994)? What should be, in the view of the student with a disability, the role of interdependence and symbiotic relationships as presented by Stainback (1992), Condeluci (1995), and Twine (1994)? Are any of these issues relevant to students with disabilities as they perceive their environment, or are their concerns a set of realities not yet found in the research literature? What can be learned from observing systems, people with

disabilities, families and communities as they interact with, judge, teach, and learn from each other?

The root of the problem on which this study is founded lies in the discussion of Parks (as quoted in Coser, 1977) regarding three essential qualities of community (a population, rooted in the soil it occupies, living in relationships of symbiotic interdependence). The next section discussing the problem statement explores the issues further.

Statement of the Problem

The root of social interdependence is to educate students as democratic citizens, as inferred by Shor (1992). Traditional curriculum in educational institutions is more authoritarian than participatory (Shor, 1992). Freire (1988) calls this the “banking style” of education. The scope of action allowed to the students extends only as far as receiving, filing, and supporting the deposits made by the teacher (Freire, 1988, p. 58). Instead of communicating, the teacher issues communiqués that the students patiently receive, memorize, and repeat (Freire, 1988). Shor (1992) reports that without participation there can be little knowledge of self, others, and relationships. Participation in decision-making enables (students) to express themselves, to test their ideas against those of others (students), and this aids the development of the ‘self.’ The ‘self’ is both expressed and developed through participation in the exercise of power (Twine, 1994, p. 76).

It is unlikely that social interdependence will become a reality for students with disabilities that have no value, value only as a receiver of care, or negative value (Wolfensberger, 1991), coupled with a system that relies on a traditional authoritarian

curriculum (Shor, 1992). Participation would have to be found in the classroom in order to develop social interdependence. Goodlad (1984) researched teacher talk and found that nearly 75% of classroom time was spent on instruction, usually teacher to student. Not even 1% of the time required some kind of open response involving reasoning or perhaps an opinion from the student (Goodlad, 1984). The absence of dialogue that Goodlad found in the 1980s confirmed the results of his earlier survey of some 260 classrooms in the 1960s, from which he concluded that “teaching was predominantly telling and questioning by the teacher, with children responding one by one or occasionally in chorus” (quoted in Shor 1992, p. 97). Furthermore, Lehmann, Bessett, & Sands (1999) found that research exploring the extent to which students with disabilities actually engage in the transition process is sparse. In a preliminary focus group study by Morningstar, Turnbull & Turnbull (1995) (cited in Lehmann, 1999), students labeled as having mild retardation, behavior disorders, or learning disabilities reported that their own families were far more involved in planning for the future than they were themselves.

The present study assumes students have concerns and asks: What are the main concerns of students with disabilities in the educational environment that transitions them from school to adult life? Given the low levels of classroom participation, it is likely that the concerns have little opportunity to emerge. The underlying question for this researcher is: Is social interdependence perceived as a real issue to the students? Emergent themes from the grounded theory process represent general themes and specific issues, such as social interdependence. The question is further founded on the secondary

question of can our current institutions of learning as they exist, or as we can conceive of them existing, play a meaningful role in the development of an environment which encourages development of student concerns in the context of school-to-adult life transitions? The study itself invites students to participate in the formulation of the theories and questions.

Purposes of the Study

The purposes of this study are two-fold: First, to develop theories related to or associated with characteristics of successful transition processes grounded in student concerns, and second, to develop questions for further study and learning regarding the responsibility of the transition process in secondary schools, intentionally creating environments with opportunities that address the concerns of the students.

Student perceptions of successful transition processes will be discovered by observing the environment of a school setting and using the unique case orientation (Patton, 1990). Unique case orientation assumes each case - in this situation the school environment - is special and unique. A cross-case analysis may follow in order to develop theories. The assumption is that there is a richness to be found in each case, in the sense that a great deal can be learned from a few exemplars of the phenomenon (Patton, 1990), in this instance, student concerns. This study seeks to use qualitative methods of grounded theory in order to permit the study of the issue of student concerns as they relate to the secondary school environment. The study further seeks to blend the knowledge and theory gained through the methods of grounded theory research in order

to illuminate a societal concern and general theory. The study reveals what the realities of the school environment are in relation to student concerns.

Developing questions for further study and learning is the second and critical purpose. Focusing on the future is an important characteristic of successful (educational) frameworks (O'Brien, 1989). According to O'Brien (1989), having a vision that creates tension between current educational realities and desirable futures is the path toward quality. More desirable futures, according to Patton (1990), are created by taking a forward-thinking or future perspective on data collected in the field. Using current data in order to gain a sense of emerging developments can be critical to forward-looking planning processes, according to Patton (1990). This study has generated questions to be answered by future studies. The purpose is to cause new thinking, methodological variations, and processes that get educators out of any numbing routines (Patton, 1990).

Limitations of the Study

This study considers a view from a private school, whose concerns may be different from public schools. A review of the literature regarding issues, concerns, and focus of public schools shows four main groupings of issues. One is legal concerns, such as civil rights, harassment, diversity, and religion. Second is the area of standards for schools, students, and teachers. Third is the need for more funding or flexibility of funding. Fourth are processes and the need for community involvement. Appendix F shows a sample listing of titles found in the review of the literature. In the private school studied, the concern is focused on community and building the human spirit (Richards, 1980).

The differences in institutional focus cause this study to be limited in terms of generalizability. Due to real-time and size limitations, the researcher cannot study everyone everywhere doing everything (Miles, 1994). These real limitations, according to Miles (1994), cause the most useful generalizations from this study to be analytic, not “sample-to-population.” The researcher has used participant data mixed with current research data to produce theory that is relevant to the study participants as well as relevant to other students and schools (Miles, 1994). The limitations mentioned here and more extensively, according to Denzin and Lincoln (1994), are put into a useful context when considered under the definition of Validity-as-relevance/advocacy. Validity-as-relevance (Denzin & Lincoln, 1994) stresses the utility and empowerment of this study to benefit the relatively powerless group of students with disabilities.

Definitions of Terms

For the purposes of this study, the concepts used in the research question are defined below.

Acculturation represents the strategies used as processes of forced assimilation of a cultural world view and those used by individuals who must cope with minority status in a new culture (Reynolds, 1992).

Enculturation may also be referred to as socialization. This is the process by which an individual voluntarily acquires the norms, values, and behaviors of the group (Reynolds, 1992).

Interdependence refers to two or more people being mutually dependent on each other (Flexner, 1987). The expectation is that the natural relationship that already exists

between two people is accentuated by each contributing value to the other (Condeluci, 1995).

Lifeboat situation refers to the impact of discrimination and prejudice having put both (all) parties in the same boat. People in this situation are often relying on resources that are local or indigenous to the group (Suzuki, 1991).

Mechanical world is founded on seventeenth century teaching that the world is nothing more than an exquisite machine. Entropy (that things wear down and stop) is the main theme. The ability to hold things together is directly correlated with the ability to adhere to authoritarian order (Wheatley, 1993).

Medical model is a process that views the core of any problem as being within the person. The goal of this view is simply to fix, heal, and change. There is no attempt to view or consider any interrelationships (Condeluci, 1995).

Paradigm is the framework in which we look at a problem and answer the questions posed by the problem. It is drawn from the Greek word paradeigma, which means an example, model, or pattern. Most often it refers to the foundation from which the service or action flows. It sets the tone for current and future movement (Condeluci, 1995, p. 43).

Social Interdependence is the combination of one's worldview of self, others, and relationship to others (Reynolds, 1992). It implies that humans make themselves based on the conditions of the inherited past and present (Twine, 1994).

Symbiotic Relationship is a relationship between two or more people in which each person is dependent upon and receives reinforcement from the other (Flexner, 1987).

Transition in this study refers to a student moving from being a student to being an adult member of society. The process involves a student leaving the role of student and taking on the roles of adulthood (Pallas, 1993).

Personal Assumptions of Researcher

Undergirding qualitative research, according to Patton (1990), is the importance of understanding people and programs in context. The sets of circumstances or facts that surround the concerns of students are partially made up of the researcher bias. These tendencies or inclinations are brought into the research by admitting they exist and stating them as part of this study.

- Students with disabilities are surrounded by influences that make them more dependent and less likely to develop individual strengths.
- The fundamental unconscious goals of each professional (teacher) are concerned primarily with individual growth and not student development as a social contributor.
- The goals of the professional are stated as being for the student; however, the effect makes the teacher better off than the student.
- Power and authority are unbalanced in favor of the teacher, therapist, and school as an institution.

- Representatives of the school closely hold knowledge (planning, strategic development, understanding of the whole, etc.), especially when it concerns planning procedures, rights, and ultimate control of plan implementation.
- The impact of multiple and differing relationships (lack of intimacy or mutuality) cause the student to shut down or relate in the safe zones of acceptability (as defined by the teacher and other authority). This causes participation (developed habits, etc.) that is at best a validation of the ideologies and agendas of the power holders (teachers, etc.).
- There exist few (if any) role models for positive, effective, student-centric, and social interdependent curriculum.
- The author has 25 years of experience in the field of services to people with disabilities and education.

The synergy of the author's assumptions, beliefs, and experiences listed above cause two overarching realities of perspective. One is the reliance on the conservatism corollary necessitated by social devaluation as defined by Wolfensberger (1983). The other is the personal commitment to people having their own best answers. The conservatism corollary states that students with disabilities must have extreme action and quality education simply to arrive at typical circumstances. This is due to starting out with multiple social disadvantages. The author's assumption of this truth causes him to view even good efforts as less than helpful. The personal commitment to people having their own best answers causes the author to accept input from sources other than students as suspect, tainted, and wrought with unconsciousness. Due to the belief in the presence

of tainted information, the author is always searching for the real meaning contained within the words and actions of the professional or parent. This search for meaning may have the effect of causing the author to misunderstand what the person is saying.

CHAPTER TWO – METHOD AND REVIEW OF LITERATURE

Introduction

The purpose of this study was to discover a theory that answers the question: What are the theories of the characteristics of successful transition processes grounded in student concerns? The second purpose is to develop questions for further study regarding the transition process in secondary schools creating environments that address the concerns related to students. The researcher has taken the findings, understandings, and explanations of the student concerns (students between the ages of 14 and 21 only will be considered) and developed two theories grounded in the data. Because the study examined student concerns in the natural setting and attempted to make sense or interpret the phenomena in terms of the meaning people in the settings bring to it, a qualitative approach was necessitated (Denzin, 1994). The purpose of this chapter is to outline the research method and design used to collect, analyze, and interpret data.

Method

This study made use of two basic types of data collection. Interviewing/inquiring and observation were used alternately to collect data. The researcher operated with fundamental observation guidelines and a few fundamental questions.

The research process used was an inductive process. The codes, questions, and theories listed in the Methods and Data Analysis sections are representative of the researcher's assumptions. They are not designed to produce a deductive design. Miles and Huberman (1994) point out that qualitative data leads to discoveries made by accident and will lead further to new ways of building interrelations.

Qualitative research design was chosen by the researcher for three reasons: a) researcher background and familiarity, b) nature of the research problem, and c) an intent of discovering the intricate details of the research question (Strauss, 1990). The researcher's background is in social services and community organizing. The philosophical orientation of the researcher is based in qualitative methods that have produced satisfactory results in organizational development and community organizing. The nature of the research problem lends itself to qualitative processes. In the case of this study, the concerns related to students is based on the persons' experiences (Strauss, 1990). The design also allowed the analysis to uncover intricate details of the persons' experiences. These details are difficult to convey with quantitative methods (Strauss, 1990).

Patton (1990) suggests ten themes of qualitative inquiry. This study makes use of all themes as they are inquiry strategies that build on interconnectedness (Patton, 1990). However, particular emphasis was placed on four of Patton's (1990) themes (i.e., naturalistic inquiry, holistic perspective, personal contact and insight, and unique case orientation). Naturalistic inquiry studies the real world situation (Patton, 1990). The use of holistic perspective is a cornerstone of this study. Holistic perspectives define the study as a complex system made up of more than the simple sum of the parts (Patton, 1990). The foundation of the data rests on the details of the school environment, which allows a view of uniqueness and the ability to compare cases (Patton, 1990). Finally, the researcher uses personal contact and insight as a path to personal experience and understanding (Patton, 1990). The study used the data collection methods of experiencing

and inquiring (Wolcott, 1994) as major modes of data collection. The figure (Table 1) in the introduction, "Processes of the Study," (Patton, 1990; Wolcott, 1994; Denzin, 1994; Glaser, 1992) illustrates the major research activities.

Participants

The school, a private residential (intentional community) school for children with developmental disabilities, was selected for its richness in subjects (students) and focus (desire for all students to belong to community). The seven students selected for informal interviewing were selected because of their expressed interest (during classroom observation) in transitioning to experiences after school. One student, Larry, was chosen because he had in-depth plans, was anxious to share the plans, and later transferred to another private residential school. Four of the seven students are women and three are men. Five of the students have been labeled as mentally retarded, with one being classified as profound. One student is categorized as autistic, and Larry is labeled as having a learning disability and a mental health diagnosis. Three parents were selected to participate in the study because of availability and relationship to Larry. Ten professionals were selected because of their relationship to the students (teachers, administrators, and house-parents). The non-student sources were used as a method of data triangulation.

Sampling. Qualitative inquiry typically focuses in depth on small samples or single cases (Patton, 1990). The intent of this study was to learn about student's main concerns within secondary school environments. Due to the need to focus on students with disabilities in the secondary school environment, purposeful sampling was used to learn about issues central to the students (Patton, 1990). This study was purposive regarding sampling because it studied in depth one case defined as a school environment (Miles, 1994). Often in a qualitative study, "case" ranges widely from individual to groups or organizations (Miles, 1994). "Case" in this study refers to a school environment. The case was a school. This particular school was chosen due to its community environment and accessibility to the researcher. Because the sample is an organization (school), within-case sampling (Miles, 1994) is the method used in this study. Patton (1990) refers to this process as opportunistic sampling. This process allowed the samples within the case to emerge during fieldwork (Patton, 1990). Although one case was studied, several samples (particular environmental realities) contributed to the data. During the fieldwork, situations within the school arose that are more sensitive to the characteristics of successful transition. The researcher sampled more carefully for these situations (Miles, 1994). The opportunistic or within-case sampling approach allowed for advantage to be taken of unexpected leads for information (Patton, 1990; Miles, 1994).

Social Conditions of Sample. The majority of the research time was spent at the Beaver Run Camphill School. Interviews and observations were completed in offices, homes, and the school building, all in the community of Beaver Run. One informal interview was completed in the home of Larry's (fictitious name, as are all names used in reporting) parents. Larry's parents live in a two-bedroom, white frame home, located in a 1950s suburban development in Carlisle, Pennsylvania. A few days were spent with Larry and his teachers after he moved from the Beaver Run school to Milhaupt (fictitious name) School.

Beaver Run is a Waldorf school for students with developmental disabilities. The educational context is founded on the work of Rudolf Steiner and Curative Education (Richards, 1980). Curative Education was created by Rudolf Steiner in the early 1900s after he educated a young man said to be unable to educate. The purpose of Curative Education is to give children with developmental disabilities a life based on rhythm. The rhythm allows the child to express his/her abilities and talents, which leads to knowledge born of feeling and self-will. The knowledge gained from Curative Education leads the student with a disability to become a more complete and contributing person (Shepherd, 1983).

Beaver Run is located in the rolling hills of Southeast Pennsylvania in Glenmore. The residential school is also a 300-acre organic farm with stables. The professionals who are the teachers and housemates of the students are also community members. No one receives a salary for the work they do. The intention is for everyone's needs to be met and everyone's gifts to be used. The researcher's work as a trustee with the Camphill

Association of North America introduced him to this school. Beaver Run is part of the Camphill communities. The researcher chose Beaver Run for the richness of information. He was sure that he would learn a great deal.

The Milhaupt School is a private school and human service agency. The organization has many campuses throughout the eastern United States and serves thousands of people. The school the researcher visited is in West Chester, Pennsylvania. The school is located on 500 acres, with approximately 50 buildings used for living, schooling, and recreation. The property was an estate belonging to a wealthy East Coast family. The researcher came to Milhaupt because Larry moved from Beaver Run to Milhaupt. The researcher wanted to learn from Larry about why and what he hoped to gain. It turns out that he thought he would have a better chance to get an ordinary life. The researcher focused only on Larry at this school. The data is from Larry, his teachers, and counselors.

Researcher's Roles and Relationship with Sample Subjects

As a Trustee of an organization associated with the Beaver Run school, the researcher was welcomed and accepted. He had been known by many of the community members who are professionals as a Trustee of the Camphill Association of North America. This role gave the researcher status as a trusted friend of similar thought. He immediately had access to people, places, and documents, almost without question. He was careful not to take advantage of this as a means of shortcutting the processes of release of information or agreements to be interviewed (see Appendix G). The role that developed from this welcoming starting point was one of listener. Community members

(students and professionals) would initiate contact and request the researcher's observation and conversation. He learned quickly that these contacts were opportunities to listen and gather data. The role and relationship as trusted colleague allowed the researcher to establish a new role of trusted investigator. As trusted investigator, he was offered full access to examine and record, which, had he not been a friend, would not have been as available. Insights and unexpected interviews were offered unsolicited from the researcher. The nature of the relationship generated a richness of data.

Treatment of Human Subjects

Two issues influence the capacity of this study to be completed. One is the formal human subject process established by the sponsoring organization. In this case, that is Colorado State University. The second is the researcher's integrity in approaching people as privileged individuals - privileged because the researcher believes that they are the holders of knowledge he desires.

The formal human subject process set up through Colorado State University was followed (see attached human research Project Form, Appendix H). The strict adherence to the consent procedure was followed.

When a student emerges as a potential interviewee the researcher will use school records to determine if the student is his/her own guardian. If the student is her/his own guardian the researcher will request an interview, go over the "Consent for Student Participation" form and ask if the student is willing to sign and participate. If the student is not his/her own guardian the researcher will contact the parent, go over the "Consent

for Student Participation” and ask both the parent and the student if they are willing to sign and participate. No interviews will be conducted without a signed participation form.

Each class room or school setting used for observation will be selected with the assistance of the school representative (see attached letters of support). Each teacher will be contacted by the researcher, given the “Consent for Teacher Participation” form (see attached) and asked if they are willing to participate and sign the form. No school setting will be observed or used for the study without prior consent from the teacher involved. Respect of people involved with the study emanated from the researcher’s experiences and beliefs. The researcher understood that he was a guest in the homes and hearts of people he spoke to and observed. This belief generated genuine respect and guided all the researcher’s actions.

Data Collection

Three types of data collection comprise qualitative methods (Patton, 1990). According to Patton (1990), they are as follows: 1) in-depth, open-ended interviews, 2) direct observations, and 3) written documents or artifacts. This study used open-ended interviews as the main source and direct observations as a secondary source. The two go hand-in-hand, and much of the data gathered during observation came from the informal interviewing done in the field (Denzin, 1994). The structure of this study is such that the depth of information is great. In many ways, the trade-off between quantitative and qualitative designs is the trade-off between breadth (quantitative) and depth (qualitative) (Patton, 1990).

An entire year was dedicated to this study. An interplay between collecting data and analyzing data was used. The methods of collection consisted of field notes of observations and conversations, and taped informal interviews. Field notes and taped recordings were organized and entered into a database each evening following the collection. The computer program "HyperResearch" was used to code and analyze the data once inputted. The coding occurred at the close of the study.

The step to collect data through the use of participant observation and informal/formal interviewing is detailed below. The procedure toward the accomplishment of this step was as follows:

- A school was chosen.
- Met with the principal and head of transitions to explain the research proposed and gain support and permission (see attached form).
- Met with teachers of transition students and gained support and permission.
- Agreed on process of gaining student participation (see student and guardian participation form appendix G).
- Observed and collected data in identified and approved classrooms.
- Identified students willing to participate in informal interviews and gain permission, as agreed on.
- Analyzed data.

Interviewing. There are three basic approaches to collecting qualitative data through open-ended interviews (Patton, 1990, p. 280). The three choices according to Patton (1990) are as follows:

- the informal conversational interview
- the general interview guide approach
- the standardized open-ended interview.

This study used a combination of the conversational interview and the general interview guide approach.

Interview question. Unstructured interviews expanded the breadth and depth of this study far beyond what most other types of interviewing provide (Denzin, 1994). The unstructured interview provides an opportunity to understand the complex behavior and desires of students with disabilities, teachers, and parents. Breadth is generated because there is no attempt to capture precise data in order to explain behaviors in predetermined categories (Denzin, 1994).

The informal conversational interview relied on the spontaneous generation of questions in the natural flow of the conversation/informal interview (Patton, 1990). The general interview guide approach made use of a set of issues outlined to be explored with each respondent (Patton, 1990). This guideline was a very basic checklist that assured all relevant topics were covered. The wording and sequence of questions was adapted in the context of the actual interview (Patton, 1990). The guideline used by the researcher was established to create common ground understanding between the researcher and respondent, agree on transition as a goal, learn what is considered to be most important or

main concern, and to learn about the person (Patton, 1990). The questions are derived from the researcher's past experience, the work of Patton (1990), and previous literature reviewed. The questions were developed to elicit information about the main concerns during transition. Figure 2.1 shows the researcher's guideline card that he carried with him.

Figure 2.1

- A) Establish the reason for the school, according to the respondent.
- Tell me what goes on here?
 - Why are the activities important?
 - Why do you do what you do everyday?
- B) Establish a definition of transition, and agree on transition as the reason for this conversation, and the importance of concern.
- Do you know the purpose of this study?
 - Where do you see yourself (the student) being in 5 years?
 - What do you need/want most?
- C) Find out what is most important:
- To the student.
 - Tell me what you most want to do.
 - In five years what will you be doing?
 - What is the most important thing to you?

Inquiring and Experiencing

Three types of data collection make up qualitative methods (Patton, 1990). According to Patton (1990), they are as follows: 1) in-depth, open-ended interviews, 2) direct observations, and 3) written documents or artifacts. This study used open-ended interviews as the main source and direct observations as a secondary source. The structure of this study is such that the depth of information is great. In many ways, the

trade-off between quantitative and qualitative designs is the trade-off between breadth (quantitative) and depth (qualitative) (Patton, 1990). Unstructured interviewing and observation are the main sources of data collection in this study. The two go hand-and-hand, and much of the data gathered during observation came from the informal interviewing done in the field (Denzin, 1994). Unstructured interview provided the breadth this study required and that most other types of interviewing do not provide (Denzin, 1994).

Students, teachers and house-parents were interviewed and tape recorded during the weeks of February 24, 1997, April 17, 1997, October 13, 1997, and January 14 and 28, 1998. Most student interviews took place in the school vestibule outside the classrooms. One student was interviewed at his home and one student was interviewed in the stables. The teachers were interviewed in their classrooms prior to the start of the school day. House-parents were interviewed in their homes.

Observations

The researcher operated with fundamental observation guidelines and a few fundamental questions. The first and most fundamental distinction to be made in the study's observational strategy was to what extent the observer (researcher) would be a participant in the school setting (Patton, 1990, p. 206). This study was designed for the observational guidelines to change over time (Patton, 1990). The continuum of observation from absolute non-participation to total participation (Patton, 1990) was taken into consideration. The intent of the guidelines were established as follows:

- The researcher began as a known onlooker and gradually became a partial participant as the study progressed.
- The roll of “onlooker” (Patton, 1990) was relied on even after the researcher had intimately participated. The researcher would explain to people involved which roll he would like to play.
- Simultaneous activities included direct participation, informal interviewing, observation, and introspection (Patton, 1990).
- The purpose of the study was freely reported to all people in the environment.
- The researcher shared as intimately as possible in the life and activities of the school community setting. In this case, it included the following:
 - Eating meals in the homes of professionals and students.
 - Sharing social gatherings, such as sing-a-longs, hiking, informal conversations, and excursions to the local pub.
 - Travel to distant places for school-related meetings.

- Washing the dishes and helping to prepare meals.
- The researcher held consciousness of developing two perspectives: the perspective of his personal cultural history and the perspective of the one he was studying (Patton, 1990, p. 207).

Observation allowed the researcher to observe the events in the learning environment, what preceded and followed them, and explanations of the meaning by participants and spectators, before, during, and after the events (Patton, 1990). This study is supported by observational data, which allowed the researcher to understand the environment presented by the informal interviews. This understanding was not possible through interviews alone (Patton, 1990). The main point here is that data collection and data analysis are tightly woven processes, and occurred alternately because the analysis (in this case, introspection) directed the sampling data (Strauss, 1990). The data in this case came from what was observed, who was interviewed, and what was discussed. One year was spent observing the environment, students, teachers, and other participants in the case. The use of observation created understanding, an orientation to discovery and inductive thought, and a consciousness that has escaped the participants (Patton, 1990). The foundation of this study, according to Patton (1990), was a challenge of discovering things no one else has yet paid attention to in relation to student concerns. Theories grounded in those discoveries are the result.

Participant observation for the purposes of this study were focused on 14 visits to two schools. Twelve visits were day-long visits to Beaver Run School, and two visits were day-long visits to Milhaupt School. Other impressions were gained and noted

during one visit to Larry's parents' home. All observational data was taped by the researcher during and after visits. The taped data was transcribed and used during the analysis of data, along with the taped interviews.

Data Analysis

A rigorous path from description to analytical to interpretive was followed in this study. Description is carefully separated from interpretive and analytical (Patton, 1990). The presentation of data in the description section has been organized in such a way so as to allow other readers to understand and draw their own interpretations (Patton, 1990). The analytical section used coding to review the set of field notes and recordings in order to dissect them meaningfully, while keeping the relations between the parts intact (Miles, 1994). Detailing further researcher assumptions preserved the inductive process. Level One codes were created in order to organize the analytical section (Miles, 1994). In order to focus the coding and bring to the table the researcher's initial assumptions, the study was started with the following questions and theory in mind. Reading the codes as assumptions of the researcher is further evidence of the developing study construct (the codes have been delineated from the literature review; new codes emerged during the course of the study):

- The realities of student life in relation to student concerns (of self, of others, of self to others, e.g., community service).
- Social interdependence as an active part of academic life (e.g., cooperative learning) for the student with a disability in secondary education.

- Students are developing a sense of competence, responsibility, and identity as an expert.
- The impact schools have on development of student interests.
- The importance of student concerns as seen and understood by participants and staff.
- The organizing and coding of the interview and observational data was done with the assistance of a computer program. This process permitted cross-classification and cross-comparison of passages for more complex analysis (Patton, 1990). The process of collecting data, experiencing the environments, and learning from those present produced codes and insights not thought of initially.

Code Level One, which considered the data of 20 interviews plus observations, produced 38 codes. The coding process began with the collection of observation field notes and researcher recording of observations on tape. Further data was collected through taped interviews. All of the collected data was transcribed into a standard word processing program. The transcribed data was then read for meaning. The researcher considered each line of text (data) and assigned a code that represents the meaning assumed by the researcher. The program HyperResearch allowed each code to be counted for frequency of use. The frequency along with the meaning of each code make up the process of analysis.

The codes were based on the meaning assigned by the researcher. The researcher's focus was the meaning regarding what the main concerns related to students with disabilities in transition programs are. The codes represent meaning in the context of

main concerns related to students. The listing is ranked by frequency used and can be found in Appendix B.

Only after the descriptive and analytical work was complete was the interpretive work started. The interpretation section attempts to answer the why questions (Patton, 1990). The researcher searched at this point for the causes, consequences, and relationships of the data and findings (Patton, 1990). The function of this section is to rely on the analytical and descriptive reporting in order to report further questions to be answered and studied (Patton, 1990). This starts the process of study all over again, hopefully with questions from different perspectives and understanding. The interpretive section aims to accomplish all or some of the following three objectives (Patton, 1990):

- Confirm what people already know.
- Free people from misconceptions.
- Shed light on issues and questions not previously known.

Reliability and Validity

This study worked to increase the validity and reliability of what was learned by -

- gathering data that could be triangulated in analysis
- increasing the researcher's credibility through training, experience, and presentation of self, and
- relying on a continual regeneration of the researcher's fundamental appreciation of naturalistic inquiry, qualitative methods, and holistic thinking.

- An important way this study was strengthened was through triangulation of data (Patton, 1990).
- The researcher returned to the participants with the final questions and findings of the study in order to further validate the findings.

In qualitative research, there is no esoteric term such as validity. Understanding seems to encapsulate the idea as well as any other (Wolcott, 1994). The power to make experience intelligible by applying concepts and categories is, according to Wolcott (1994), a more fitting goal of this study. As the analysis of this study progressed, the researcher had an intuitive sense that he was not quite getting it right. Clifford Geertz (1971), as quoted in Wolcott (1994), captures the importance of this intuition as it applies to the theories and interpretations of this study:

Cultural analysis is intrinsically incomplete. And, worse than that, the more deeply it goes the less complete it is. It is strange science whose most telling assertions are its most tremulously based, in which to get somewhere with the matter at hand is to intensify the suspicion, both your own and that of others, that you are not quite getting it right. (p. 29)

Although validity does not seem to be an appropriate concept for judging the results of qualitative inquiry (Wolcott, 1994), the researcher has taken the advice of Wolcott during all phases of the process. The list of seven points represent what the researcher did or tried to do to satisfy the implicit challenge of validity (Wolcott, 1994).

- Talk little, listen a lot. For this researcher, this was a challenge. He constantly reminded himself of the value of people in schools being their own best informant.
- Begin writing early. This has allowed interpretations and concepts to emerge and be shared with a variety of people. The researcher found this process particularly useful to help him see what he was witness to.
- Let readers see for themselves. The completed study has many of the words spoken by the participants. The researcher hopes that the reader will be encouraged to make independent interpretations.
- Report fully. This tendency made the organizing and understanding of the data difficult. The researcher kept notes to himself and colored ink notations in the margins for the duration of the analysis. At times bits of not relevant data proved useful.
- Be candid. During the data collection, and hopefully the writing, the researcher was quick to note what he saw or thought he saw. This connected subjectivity has served the purpose of connecting participants' words and feelings to the researcher's knowledge and assumptions for new theory development.
- Seek feedback. As painful as the researcher finds honest and clear feedback, he has sought it by sharing the manuscript with a variety of people for any sort of critical feedback the reader deems appropriate. Among other benefits, this promotes accuracy.

- Write accurately. Meaning and understanding is partly a result of the proper use of grammar, syntax, etc. The researcher would like to say that he cherishes and pays close attention to this feature. However, he only cherishes this feature and has to ask colleagues to pay close attention for him.

Validity, as understood by traditional researchers, looks for measurable cause and effect relationships (Denzin and Lincoln, 1994). This study seeks to validate the results by being a catalyst for change. Trustworthiness is, according to Denzin & Lincoln (1994), a more appropriate word for this study. Trustworthiness is measured by the impact the study has on those studied to understand the world and the way it is shaped in order for them to transform it (Denzin & Lincoln, 1994). From the perspective of trustworthiness, the researcher leaves to future actions the validity of this study.

Triangulation of Data. Triangulation of data is meant to be an heuristic tool for this researcher (Denzin, 1994, p. 215). The hope was to be able to lift the analysis out of what historically (culture, education bias) guides the researcher's thinking. The term was originally used by land surveyors to describe the use of three points to locate oneself at particular intersections (Denzin, 1994). It is an important way to strengthen the qualitative nature of this study (Patton, 1990). Two specific methods were used as triangulation procedures. One was data triangulation (Patton, 1990), which is the use of a variety of data sources. In this study the sources are students, professionals and parents. The analysis portions of this study show a consistency when considering what the main concerns of the students are. The second triangulation was the use of data collection techniques. Individual interviews and, with each source, group interviews with mixed

sources which were a form of interactive interviews (Patton, 1990), and observation of all sources in a variety of settings formed the triangulated data collection techniques.

Researcher's Credibility & Trustworthiness. The researcher's qualifications, experience and perspective are all considered when establishing credibility of this study (Patton, 1990). The study has been enhanced in terms of credibility due to the researcher's eclectic history and education (see attached resume & vitae Appendix I). The researcher's personal and professional experiences creates theoretical sensitivity (Strauss, 1990). A brief summary regarding the researcher follows.

The researcher's qualifications include a Bachelor's degree in Social Welfare, a Master's in Business Administration, and coursework toward a Ph.D. with an emphasis in Special Needs Education. The coursework preparing for his Ph.D. included study in qualitative methods and theory. The researcher also served as a Graduate Research Assistant and completed interviewing, question design, and introspective analysis for qualitative research studies.

The researcher's experience includes studying with the Highlander Research and Education Center in New Market Tennessee. Highlander is an organization founded in the 1930s for the purpose of citizen action. The organization and its founder, Myles Horton, pioneered the use of Participatory Action Research. The researcher of this study studied at the Highlander school and participated in groups of citizen action using the Highlander methods. This researcher also led, for three years, a citizen learning and action organization working toward civil rights with people with developmental disabilities. The researcher had occasion to learn tools of social analysis from John

McKnight with Northwestern University, Wolf Wolfensberger with Syracuse University and John O'Brien with Georgia Citizen Advocacy office.

The researcher's perspective has been shaped to reflect a holistic understanding - one that is consistent with the most useful of all qualitative qualities, the capacity to learn from others (Patton, 1990). His perspective is also reflective of being mindful of the belief that qualitative research is more about interpretation than it is about stating truths (Patton, 1990).

Study Constructs

The over-riding and over-bearing theory that constructed this study was the researcher's belief and commitment that mutuality and interrelatedness in relationship is the main component required, according to students, for successful transition. Supported by the review of literature (see Chapter One) the researcher spent the first six months of data collection analyzing the data and reaching no conclusions. The researcher held his bias that interdependence was the key in consciousness. The researcher was also equally convinced that the student data would be successfully triangulated with professional data and show teachers also believing interdependence was a concern for students and not for the teacher. The initial data coding resulted in just that outcome. The students were found to be most concerned about having friends while the professionals were found to be most concerned about students learning new skills. These findings are consistent with the original study constructs. A second analysis of the data approximately one-year after the first analysis resulted in Level Two codes and a new emerging construct.

The new constructs are yet emerging even though conclusions and findings have been reached as a result of this study. The researcher has learned that the complexities of understanding the student are too great to assume that final understanding has been reached. The researcher's present construct assumes that the student is most interested in developing their individual strength as a means of making powerful contributions to their community. This is fundamentally different and more complex than friendship and interdependence. The researcher moved from the construct of interdependence to no construct to the construct of powerful contribution. Whereas the researcher was sure of the initial construct, a fundamental ingredient of the present construct is that the researcher is sure only of its need to be further understood and developed.

Summary. This chapter outlined the research method and design used to collect, analyze and interpret data. A qualitative research design was chosen by the researcher in order to make use of existing strengths as discovery progressed. The design allowed the analysis to uncover intricate details of the participant's experiences. The school rich in students and educational focus is a private residential school. Purposeful sampling was used to learn about issues central to the students. The researcher is known by many of the school community members. The known position gave the researcher status as a trusted friend of similar thought. The researcher's respect came from knowing that he was a guest in the homes and hearts of people he spoke to and observed.

The methods of collection consisted of field notes of observations and conversations and taped informal interviews. This study used a combination of the conversational interview and the general interview guide approach. The structure of this

study gives richness to the data collected. The researcher operated with fundamental observation guidelines and a few fundamental questions. The researcher was aware of his own culture and the culture of the one he was studying. This awareness enhanced the analysis.

A rigorous path from descriptive, to analytical, to interpretive was followed in this study. The process of collecting data, experiencing the environments and learning from those present produced new concepts. These concepts may become the catalyst for change that validates the results. From the perspective of trustworthiness the researcher leaves to future actions the validity of this study. The study has been enhanced in terms of credibility due to the researcher's eclectic history and education. The constant theory that constructed this study was a commitment to mutuality and interrelatedness in relationship being the main component required for successful transition. The single most important point is the researcher's that the complexities of understanding the student are too great to assume that final understanding has been reached.

Samples of the types of notes taken and quotes captured are represented in Table 2.1. The notes during meetings were handwritten. The notes during interviews were tape recorded and later transcribed. Two meetings and multiple visits to the campus comprise the data collection opportunities. A summary and complete demographics of the participants interviewed is presented in Chapter Three.

Table 2.1			
Sample of notes and quotes.			
Quote	Name	Roll	Date
"I often think that the handicap is that I can not let go of the dream I have for that person."	Carl	school administrator Beaver Run	meeting 3/21/97
"If ever I found a professional that said 'tell me about your child' I knew that there would be help - I never did."	Unidentified meeting participant	Parent	Ontario meeting 10/24/97
"I know that I must have the patience, understanding and skill to help people understand."	Unidentified meeting participant	Student	Beaver Run meeting 3/21/97
"I would like to ring the bells of Notre Dame. I would look and I would see the citizens of Paris and see if they are alright and if they are not I will climb down swing out onto the square and rescue them."	Larry	Student	Interview 2/28/97

CHAPTER THREE - FINDINGS

Introduction

The purpose of this chapter is to familiarize the reader with the sources of data and what was found after coding the data. The demographics of the participants are explained as well as descriptions of the schools. The coding process, refinement of the codes and emerging questions that form the nucleus of the following chapter on the meaning of the study are explained. The codes, their definition, and how the codes lead to the formation of a theory are discussed. Also development of future questions to be considered in research projects is initiated in this chapter. Further elucidation of questions is presented in the final chapter. This chapter is organized around the two purposes of the study (i.e., develop theories related to successful transition processes grounded in student concerns & develop questions for future study). The sources of data and resulting codes are explained first, in order to further the first purpose of developing theories.

The intent of this study was to develop theories related to characteristics of successful transition processes. The theories are grounded in student concerns by observing the environment of a school setting and using the unique case orientation (Patton, 1991). The school environment is the case. A richness was found in the sense that a great deal was learned from a few samples (students) that offered their insights. The second intent was to develop questions for further study regarding the transition process in secondary schools that address the concerns of the students. Both of these intentions were met.

From the start, the researcher planned to collect data through observation and informal interviewing from two schools. Purposeful sampling was employed by using primarily one school (case) coupled with naturalistic inquiry which allowed students, teachers, and parents to be interviewed as they emerged during the observation process. The focus was a special needs school and intentional community in Glenmore, PA. The researcher followed one student to another private special needs school in West Chester, PA. (Milhaupt School). This second school does not represent a second case. The school was used to further understand a student who emerged as a sample from Beaver Run School. Along the way, the researcher had the opportunity to spend time with various groups of parents, professionals, and students connected to the school. These times were unplanned and consisted of meetings the researcher was invited to both on the school grounds and in distant locations. He took the opportunity to gain knowledge regarding the question of what is the main concern of students with disabilities in transition programs. The times spent with people were noted and transcribed into data for analysis. The researcher has used triangulation of data sources in the reporting of each relevant code. The purpose of triangulation is to move toward an integrated whole (Patton, 1990). In this study, triangulation of data from parents, professionals, and students is done in order to compare perspectives of people from different points of view (Patton, 1990). Over a period of one and a half years during 1997-1998, the researcher met with, interviewed, and observed 130 people in four separate settings. A few of his own assumptions proved to be incorrect (see Chapter Four). The details of from whom the researcher learned and

some of the data is in this chapter. The researcher encourages the reader to reflect on the meaning of what was said before reading his analysis and interpretation in Chapter Five.

Setting

Beaver Run Special School was incorporated in 1961. Its mission is to help children with mental handicaps overcome as many of their limitations as possible and achieve their very best, socially, emotionally, intellectually and spiritually. Currently, Beaver Run is educating 65 children in grades K - 12 using a modified Waldorf curriculum. The term Curative Education, used by the Beaver Run educators, refers to Waldorf theories developed by Rudolf Steiner in the early 1900's. The school believes that much of what is learned comes from daily living. Because of the focus on daily life as the way of learning, Beaver Run's curative educators live and work with the children for no individual salaries. Beaver Run is a Waldorf school for students with developmental disabilities. It is located in the rolling hills of Southeast Pennsylvania in Glenmore. The residential school is also a 300-acre organic farm and stables. The professionals who are the teachers and housemates of the students are also community members. No one receives a salary for the work they do. The researcher's work with the Camphill Association of North America introduced him to this school. Beaver Run is part of the Camphill communities. The researcher chose Beaver Run for the richness of information. He was sure he would learn a great deal.

As a Trustee for the Camphill Association of North America and authorized researcher, the researcher had the occasion to attend meetings of the Beaver Run School sponsored by the Association, held in Glenmore, PA. and Ontario, Canada. The Camphill

Association of North America is an association of intentional communities. Specifically, this association is concerned with the Camphill Communities. Ten agricultural communities throughout the United States focus on organic farming and community life as taught by Rudolf Steiner (an early 20th century visionary and educator). The researcher took detailed notes on the discussion. These notes have become part of the study on what are the main concerns related to students. A summary of the data collection opportunities at the Beaver Run School is presented in Table 3.1. A summary and complete demographics of the participants interviewed is presented in Table 3.2.

Table 3.1		
Beaver Run Data Collection		
Event	Date	Description
Glenmore, PA community meeting	3/21/97	40 Members of Camphill Communities of North America (intentional community members, outside supporters) held in the Beaver Run school in PA. [10 people with developmental disabilities that are community members]
Ontario Canada community meeting	10/24/97	45 Members of Camphill Communities of North America (intentional community members, outside supporters) held at the community in Ontario, Canada [20 people with developmental disabilities that are community members]
On campus	2/24-28/97 & 10/13-17/97	The researcher spent many hours observing several different classes and listening to teachers, parents, students and other professionals. The bulk of his data emerged from this experience. The visits consisted mainly of two 1-week visits. The first visit was in February of 1997. The second visit was in October of 1997.

The Milhaupt School

The Milhaupt School is mentioned here in order to familiarize the reader with the environment Larry, a student participant of the study, moved to prior to his closing interviews. The Milhaupt School does not represent a second case in the study. It represents a site a study participant was interviewed in. The Milhaupt School carries the founder's name and was established in 1912. The founder operated on the premise that each of the students assigned to her could learn and grow in an environment tailored to their needs. Today the organization claims to be the nations largest independent provider of treatment services and education for individuals with emotional, behavioral, and developmental disabilities. Fifteen thousand individuals are served in the United States. The Milhaupt is a private school and human service agency. The organization has many campuses throughout the United States. The school the researcher visited is in West Chester, PA.

The researcher came to Milhaupt because Larry moved from Beaver Run to Milhaupt. The researcher wanted to learn from Larry about why and what he hoped to gain. It turns out that he thought he would have a better chance to achieve a job, friends and a home of his own. The researcher focused only on Larry at this school. The data is from Larry, his teachers and counselors. During the months of December 1997 and January 1998, the researcher spent time observing classes listening to teachers, social-workers, and one student named Larry. The data from this experience provided insights and validation of what the students are saying. One teacher expressed it when he said,

“The basic theme that I see in all my kids are they want someone to care about them.”

(Robert, Teacher at Milhaupt, interview 1/28/98.)

Demographics

The purpose of this section is to describe the people who participated in informal interviews. Seven teachers, three administrators, three parents and seven students make up the group of people interviewed. Three of the teachers are also house parents. One teacher is a social-worker as well as a teacher. The data coding process considers the teachers, house-parents, social-worker and administrators as professionals. The category professional represents all of the people in the teacher and administrator groupings. The interviews occurred starting in February 1997 and concluding in January 1998. The interviews of participants from Beaver Run and the parents occurred during one week in March of 1997 and one week in October of 1997. The interviews with the Milhaupt School participants occurred during two days in January 1998 as shown in the Table 3.2. The students were all between the ages of 16 and 19 years of age. One student carried a label of autistic. One student was classified as having profound mental retardation. The label of learning disabled and a dual diagnosis of mental illness was given to one student. The remaining four students were labeled as being moderately mentally retarded. Of the three parents, two were the parents of one interviewed student and one was the mother of an interviewed student. One interview was conducted in the home of the two parents. The remaining interviews were conducted in the school buildings of Beaver Run and Milhaupt schools.

Table 3.2					
Demographics of People Interviewed					
Group	Name	Age	Gender	Interview Date	Given Label
Teacher / Professional	Lisa	28	Female	1/13/98	Social-worker / Milhaupt employee
	Stewart	42	Male	1/13/98	House-parent / Milhaupt Employee
	Robert	40	Male	1/28/98	Milhaupt Employee
	Elvira	34	Female	10/14/97	Beaver Run Community Member
	Leslie	33	Female	2/25/97	Beaver Run Community Member
	Harlan	40	Male	2/25/97	Beaver Run Community Member
	Tracy	39	Female	10/15/97	Beaver Run Community Member
Administrator / Professional	Judy	34	Female	1/13/98	Special educ. Dir. / Milhaupt Employee
	Betty	37	Female	10/19/97	House Parent / Beaver Run Community Member
	Carl	45	Male	10/15/97	School Director / Beaver Run Community Member
Parent	Jack	62	Male	10/28/97	Larry's Father
	Agnes	58	Female	10/28/97	Larry's mother
	Nancy	50	Female	10/14/97	Susan's Mother

Group	Name	Age	Gender	Interview Date	Given Label
Student	Susan	15	Female	10/14/97	Profound mental retardation / Beaver Run Community Member
	Larry	16	Male	2/25&28/97 & 1/28/98	Learning Disabled / mental health / Beaver Run Community Member
	Belva	18	Female	2/25/97	Moderate Mental retardation / Beaver Run Community Member
	Judy	18	Female	2/25/97	Moderate Mental retardation / Beaver Run Community Member
	Margaret	18	Female	2/25/97	Moderate Mental retardation / Beaver Run Community Member
	Guy	18	Male	2/27/97	Moderate Mental retardation / Beaver Run Community Member
	Robert	19	Male	2/27/97	Autistic / Beaver Run Community Member

The total number of people interviewed was twenty (see Table 3.3). Seven or 35% were students in transition programs. Ten or 50% were professionals from the two schools. The professional group is made up of teachers, administrators, house-parents, and a social-worker. Three or 15% of those interviewed were parents. I had not planned on interviewing ten professionals. The professionals were very accessible. Some requested an interview, others I interviewed as a way of gaining access to the classroom, and still others I choose because they were teachers of the students I interviewed. The Table below summarizes this information.

Table 3.3				
Statistics of Informal Interviews				
	STUDENTS	PROFESSIONALS	PARENTS	TOTALS
Number Interviewed	7	10	3	20
% of total interviewed	35%	50%	15%	100%
Number of transcribed pages	38 / 24.5%	106 / 68%	11 / 7.5%	155 / 100%

Purpose one: to develop theories, grounded in student concerns, related to or associated with characteristics of successful transition processes.

Below are the rankings from Level One coding process of the top five concerns according to student, professional and parent participants. A matrix according to student, professional and parent rankings of the Level One codes are in Appendix C. The Level One coding process detailed in the next section showed the top five codes when combined for all participants are: 1) Learning new skills, 2) Having friends, 3) Being a powerful human and making important contributions, 4) Having a whole community experience, and 5) People having high expectations of the student.

Combined Group's Level One Codes

Shown in Table 3.4 are the top five codes listed in order of frequency found in the data for all interview groups. According to the transcribed interview and observation data and as coded for assumed meaning by the researcher, the most important concern and the best path toward successful transitions is learning new skills. A frequency rate of 92 represents the concern of learning new skills. The second concern closely follows with a frequency rate of 87. Having friends is the second concern according to the combined groups. Having friends refers to the importance of creating meaningful, mutual and long-term relationships. A way of interpreting this is to say that according to this study the two components of successful transition programs are learning new skills and having friends. The remaining three of the top five follow at a greater distance. Being a powerful human and making important contributions is number three with a frequency rate of 69. The frequency rate of number four, having a whole community experience, is 68. The fifth and final code of the top five is having high expectations for the student. This codes frequency is 52. This is the analysis as it was prior to the Level Two coding combined of the original thirty-eight codes. At this point in the analysis there appeared to be an important message to curriculum builders emerging from the top two codes. The need to learn new skills while building meaningful relationships are suggested by this data as critical components. The picture began to change and tensions emerge before the Level Two coding and after the frequency was sorted according to group.

Table 3.4		
Level One Top Five Codes of Combined Groups		
Code	Ranking	Frequency Used
Learn New Skills	1	92
Having Friends	2	87
Powerful Human & Important Contribution	3	69
Whole Community Experience	4	68
High Expectations	5	52

Level One codes of professional group

The professionals in this study are made up of teachers, house parents, administrators and a social-worker. Teachers represent the majority at seven out of ten. In this first group sorting the need to learn new skills was still seen as the number one concern. However when the parents and students were factored out of the frequency rankings the need to have friends moved from the number two position to number four. The message to curriculum builders from the professionals is that the components of learning new skills and having a whole community experience are critical. The whole community experience code was created to represent suggestions in observed acts and interview word that the student requires a rich experience beyond the class room in order to grow, develop and transition to adult life. What began to emerge for the researcher at this stage was the notion that students must learn new skills, have community experiences

and then once they complete those stages they may work on meaningful relationships and contributing to society. The sense impacting the coding for the researcher was there existed an issue of power and control. The professionals, according to the meaning assigned by the researcher, understood that students must learn certain skills and have certain experiences before the student would be capable of mastering or responsibly using control or self determination (as shown in Table 3.5). The student group, as shown in Table 3.6, when considered in isolation turned this idea upside down.

Table 3.5		
Level One Top Five Codes Sorted for Professional Group (Teachers, House-parents, Administrators, Social worker)		
Code	Ranking	Frequency Used
Learn New Skills	1	81
Whole Community Experience	2	59
Powerful Human	3	55
Having Friends	4	53
Important Contribution	5	49

Level One codes of student group

The following details the Level One coding for the student group (see Table 3.6). Curriculum builders taking their direction from students, according to this studies initial findings, would focus on creating meaningful relationships and generating opportunities for important contribution. Having friends was ranked number two in the combined group rankings, moved to number one in the student group. The code of important

contribution represents those times when students referred to the need of doing something that people in their life considered valuable and useful. One student during a group discussion said that he was a leader because it was helpful to everyone. This clearly represents the intent of making contributions to others. What began to emerge at this point in the initial analysis was different than the message from professionals. The students, according to the Level One coding, are saying that the most critical component of transition is the forming of friendships and doing something important (see Table 3.6). The idea of new skill was only present as it related to achieving friends and making contributions. This tension between the groups remained even after the Level Two coding was complete. The parent's perspective, as shown in Table 3.7, presented a third view that had not been considered by the students or professionals.

Level One Top Five Codes Sorted for Student Group		
Code	Ranking	Frequency Used
Having friends	1	28
Important Contribution	2	20
Powerful Human	3	13
High Expectations	4	12
Help That is Stifling & Access Available Support	5	12

Level One codes of parent group

The following details the Level One coding for the parent group (see Table 3.7). Although the parents wanted their children to learn new skills and have friends their message, according to the Level One coding, was different from the professionals or the students. The curriculum builder should focus on assuring that the student is loved and safe and all else would follow. The code of “deep emotions present” was intended to represent those times when participants referred to the student or their concerns with an emotion that represented paternal and/or family love. It was a tone in the voice, a look in the eye, or a twist of words that represented to the a depth of concern. The message signified by this code is that the main concern is for people to have a depth of understanding, fundamental respect, and commitment to higher purposes. When this is present, according to the meaning of this code, quality transitional education occurs. What was learned from the parent coding and all of the Level One coding assisted in developing the Level Two and Level Three coding process.

Table 3.7		
Level One Top Five Codes Sorted for Parent group		
Code	Ranking	Frequency Used
Deep Emotions Present	1	9
Safety	2	7
Having Friends	3	6
Reality Hurts & Do Not Know How to Help & Help That is Stifling & Learn New Skills	4	3
N/A	5	0

Code Merging Process

Thirty-eight Level One codes of the combined groups became sixteen codes when merged during the Level Two process. Nine codes remained the same and the remaining twenty-nine Level One codes merged to form seven Level Two code categories. As the meaning of each Level One code was understood common ground emerged. This understanding lead to the merging of certain codes into new codes for more depth in meaning (see Table 3.17). For example the codes titled, students as teachers, important contribution, honor myself, and powerful human were merged into the Level Two code of powerful contribution. The merging process is represented in a matrix in appendix D. Following is a summary Table of the seven new codes and the codes used to form them. The merging process of Level Two coding and meaning of the codes are based on the researcher’s perspectives, assumptions and experiences (see Chapter Two). Definitions of

the Level Two codes are presented in Table 3.8. Table 3.9 displays examples of data from the Level One 29 codes that now make up the Level Two 7 codes. In this Table the reader can assess the similarity of the quotes meanings and understand the validity of combing the code data for the making of the Level Two code. The Level Three coding took place in the form of two questions. The two questions formed the Level Three codes.

Table 3.8	
Definitions of Level Two Codes	
Name of Code	Definition
Access Available Support	The ability to use support the school has to offer.
Competence and Understanding Through Educational Variety	Experiencing different types of learning opportunities resulting in suitable knowledge and capacity to make personal interpretations of the world.
Stifling help	The rendering of learning assistance in such a manner that results in depriving the student of human value and suppressing their growth.
Follow a Role Model	Accept as a guide a person who serves as a proper example of desired behaviors.
Having Friends	Possess feelings of affection that cause one to be emotionally attached to another.
High Expectations and Respect	Holding a person in esteem with the sense of the their worth and excellence, creating an anticipation of great important.

Name of Code	Definition
Need to be Needed by Care-Giver	Requiring to be wanted by the person normally watching over one.
Ordinary Characteristics	Commonplace traits that form individuals in United States society (as perceived by the researcher).
Powerful Contribution	Being personally potent and having great effectiveness in the giving of knowledge, time, assistance, etc., to the common good.
Professional Concerns	Interested and engaged in the vocation and business of education.
Rather be Friends With a Professional	Prefer to possess feelings of affection that cause one to be emotionally attached to professionals as opposed to peers.
Role Model Respect	Holding a person who serves as a proper example in esteem with the sense of their worth and excellence.
Safety	Secure from liability to harm, injury, danger, or risk (Flexner, 1987, p. 1690).
Support for the Family	To maintain and support the parents and children related to the student.
Unique Individual	A single human distinguished as a sole example or solitary type.
Welcoming Stable Community	To be received or accepted with pleasure into a distinct group of people sharing common interests who are likely to remain firm and steady.

Competence and understanding. Five Level One codes (learn new skills.

understand the world, urgent need for many opportunities, variety of educational options, and trying new things) were merged to form the Level Two code of 'competence and

understanding through educational variety' (see Table 3.9). The Table below demonstrates with sample data how each Level One code can be interpreted as fitting the definition of the Level Two code. Experiencing different types of learning opportunities resulting in suitable knowledge and capacity to make personal interpretations of the world is the higher order interpretation of the Level One codes.

Table 3.9	
Codes and data merged to form the Level Two code of <u>Competence and Understanding Through Educational Variety</u>.	
Level One Code	Sample Data
Learn New Skills	“(Students) actually get a chance to specialize...and have an experience of mastering an area of work.” (Betty, house-parent, 10/19/97.)
Understand the World	“When ever we are some place and she sees something that looks interesting (she thinks) ‘I want to do that when I grow up’ and (I) can see the wheels turning in her mind trying to figure it out.” (Nancy, parent, 10/14/97.)
Urgent Need for Many Opportunities	“(When the student) is growing there’s a lot of formative experiences and if (they) don’t get them...(they) end up having difficulties.” (Harlan, Teacher/House-Parent, 10/15/97.)
Variety of Educational Options	“He needs a little work on his independent living skills...and we will have job coaches ride the bus with him...he will live in the community and work in the community.” (Robert, teacher, 1/28/98.)
Trying New Things	“(He) can stand up without note papers (and) tell something...that’s not easy..that’s what a cultural life really means.” (Elvira, Teacher, 10/14/97.)

Stifling Help. ‘Stifling Help’ was formed by combining the data and meaning of nine Level One codes (see Table 3.10). The codes, ‘do not know how to help’, ‘stifling help’, ‘mistrust the system’, ‘professional and family assumptions that are limiting’, ‘professional assumptions are limiting’, ‘professional focuses on the negative’, ‘professional limited knowledge’, ‘student disrespected’, and ‘student with low expectations’, all combined to form ‘stifling help. The final meaning of rendering the learning assistance in such a manner that results in depriving the student of human value and suppressing their growth is displayed in the following Table.

Table 3.10	
Codes and data merged to form the Level Two code of <u>Stifling help.</u>	
Level One Code	Sample Data
Do Not Know How to Help.	“I often think that the handicap is that I can not let go of the dream I have for that person.” (Carl, administrator, 10/15/97.)
Help That is Stifling.	“I learned that with everybody helping me I do not have a chance to help myself.” (Larry, student, 1/28/98.)
Mistrust the system.	“Whatever happens to her happens at home in terms of her getting in touch with the joy...” (Nancy, parent, 10/14/97.)
Professional and Family Assumptions that are Limiting.	“Well in six months they want to put him in a group home...there is a lot he won’t be able to do.” (Agnes, Larry’s mother, 10/28/97.)
Professional Assumptions are Limiting	“He’s not going to grow like he should grow. He’s not going to mature like he should mature.” (Tracy, teacher, 10/15/97.)

Level One Code	Sample Data
Professional Focuses on the Negative.	"At this point he is kind of limited on what he can do." (Robert, teacher, 1/28/98.)
Professional Limited Knowledge.	"...say next month Larry has accomplished all these goals and it's time to (write) a discharge plan. Where is he going to go and what is he going to do?" (Lisa, social worker, 1/13/98.)
Student Disrespected.	"So that does reflect our society in that (as a teacher I) tend to put people who are more disabled lower down on the scales." (Leslie, teacher, 2/25/97.)
Student With Low Expectations.	"I will stay at my mothers forever...sit on a chair all day." (Robert, student, 2/27/97.)

High expectations and respect. Holding a person in esteem with the sense of the their worth and excellence, creating an anticipation of great important is the meaning of Level Two code 'high expectations and respect' (see Table 3.11). The three Level One codes of, 'deep emotions', 'high expectations', and 'professionals with high order', combined to create the Level Two interpretation. The reader is encouraged to assess the data presented in the following Table for interpretation.

Table 3.11	
Codes and data merged to form the Level Two code of <u>High Expectations and Respect</u> .	
Level One Code	Sample Data
Deep emotions.	“You know I have come to realize that we are actually getting paid for something that’s...work of love.” (Elvira, teacher, 10/14/97.)
High Expectations.	“I would like to ring the bells of Notre Darne.” (Larry, student, 2/25/97.)
Professionals with high order.	“...even behavior wise there are moments of pulling together not just physically but spiritually.” (Betty, House-parent, 10/19/97.)

Powerful contribution. The Level Two code of ‘powerful contribution was created by blending four Level One codes (i.e., “honor myself,” “important contribution,” “powerful human,” & “students as teachers”) as represented in Table 3.12. The combined sample data speaks to the need of being personally potent and having great effectiveness in the giving of knowledge, time, assistance, etc., to the common good. The chart below (Table 3.12) is presented to summarize the blending process.

Table 3.12	
Codes and data merged to form the Level Two code of <u>Powerful Contribution</u>	
Level One Code	Sample Data
Honor Myself.	“For Curative education to be real one must see their own deeds as it applies to the world - not the vision of others expectations - by seeing myself I embark on the transformation necessary.” (Carl, administrator, 10/15/97.)
Important Contribution.	“I’d go out an look for a job...a waitress...it’s fun...it’s nice to sing hello to people...bring them the food they ordered.” (Bleva, student, 2/25/97.)
Powerful Human.	“...learn about biology and how human beings have babies on earth...if one of my friends had a baby I would call and tell them I would be over and help deliver the baby.” (Belva, student, 2/25/97.)
Students as Teachers.	“But I think you are never to old to be afraid though.” (Judy, student, 2/25/97.)

Safety. ‘Safety,’ ‘safety risk,’ and ‘reality hurts’ are the Level One codes that formed the Level Two code of safety (see Table 3.13). In the broadest sense security from harm, injury, danger, or risk (Flexner, 1987) is offered as an issue by the participant’s words presented in the following Table.

Table 3.13	
Codes and data merged to form the Level Two code of <u>safety</u> .	
Level One Code	Sample Data
Reality Hurts.	“Larry has been burnt before...he had cigarette burns all over his legs...I never had problems with the house-parents before...I said I want him out.” (Agnes, Larry’s mother, 10/28/97.)
Safety	“he phones up once in a while and on occasion he comes to visit. He’s putting on weight, his self-esteem has really dropped, so what to expect...I don’t really know.” (Tracy, teacher, 10/15/97.)
Safety Risk.	“They grow up, you send them out into the world, you see them grow.” (Harlan, teacher, 2/25/97.)

Unique individual. The code of “unique individual” is intended to refer to the desire of an individual to be a single human distinguished as a sole example or solitary type. To be not typical or unusual in a generally accepted positive manner. “Please understand me” is a Level One code that the researcher combined with unique individual to form the Level Two code of unique individual (see Table 3.14). When considering the meaning of the two groups the similarity encouraged combining the groups. The following Table displays the process with sample data.

Table 3.14	
Codes and data merged to form the Level Two code of <u>Unique Individual</u>	
Level One Code	Sample Data
Please understand Me	“The guys need somewhere to go where they are going to be understood.” (Harlan, teacher, 2/25/97.)
Unique Individual	“(our program) does not hide who they are as people, and you get the experience (of who they are) more and more strongly.” (Betty, house-parent, 10/19/97.)

Welcoming community. ‘Having a rhythm of life’, ‘growing in spirituality’ and ‘living whole community experiences’ defines the desire to be received or accepted with pleasure into a distinct group of people sharing common interests who are likely to remain firm and steady. This definition of a welcoming stable community emerges in the data presented in the following Table 3.15.

Table 3.15	
Codes and data merged to form Level Two code of <u>Welcoming Stable Community</u>	
Level One Code	Sample Code
Rhythm of Life.	“There are about twenty-five students at the sing-a-long and four teachers. There are two people playing guitars. It is held in the living room of one of the homes and people sang and danced every Monday evening.” (Researcher observation note, 2/24/97.)
Spirituality	“It’s not just the active part or it’s not just the social part, it’s the whole thing (cultural, social & spiritual) and that’s sort of what makes it.” (Betty, house-parent, 10/19/97.)
Whole Community Experience	“In the lower (grades) they are in school for three hours in the morning and one hour in the afternoon. There is a lot of time playing with the dormitory parents and just, you know, living, having childhood experiences.” (Leslie, teacher, 2/25/97.)

Friendship. ‘Having friends’ is a code that is part of the Level One coding and the Level Two coding. I mention it here because it is the only code that is part of the top five concerns that has not been further defined and demonstrated with supporting data. The ‘Having friends’ code was not combined to form a Level Two code. For this reason the format of the Table is altered to represent each participant group’s perspective (see Table 3.16). The following Table displays data from each participant group as they spoke about friendship. Most of the participants at least mentioned the importance of possessing feelings of affection that cause one to be emotionally attached to another.

Table 3.16			
Data that formed Level Two code of <u>friendship</u> .			
Group	Participant	Date	Sample Data
Professional	Betty	10/19/97	Transition is enabled through the gateway of relationship.
Student	Larry	1/28/98	Can you get me a girlfriend...how can I get a girlfriend...I need a girlfriend.
Parent	Agnes Larry's mother	10/28/97	That's a friend that lives not to far from us.... This is his party at a friends house. It's his fifth birthday party.... This is his class picture here... Oh there is Natasha, his girlfriend ... Becky cried when he left.

Summary. Following is a summary Table of the seven Level Two codes and the Level One codes used to form them (see Table 3.17). The merging process of Level Two coding and meaning of the codes are based on the meaning of the data gathered from the participants.

Table 3.17	
Level One Codes Merged To Form Level Two Codes	
Level One Codes	Level Two Code
Please Understand Me.	Unique individual
Unique Individual.	

Level One Codes	Level Two Code
Deep Emotions Present. High Expectations. Professionals With High Order.	High Expectations and Respect.
Rhythm of Life. Spirituality. Whole Community Experience.	Welcoming Stable Community.
Learn New Skills. Understand the World. Urgent need for Many Opportunities. Variety of Educational Opportunities. Trying New Things.	Competence and Understanding through Educational Variety
Students as Teachers. Important Contribution. Honor Myself. Powerful Human.	Powerful Contribution.

Level One Codes	Level Two Code
Student With Low Expectations. Student Disrespected. Professional Focuses on the Negative. Help That is Stifling. Do Not Know How to help. Miss trust the Systems. Professional Assumptions are Limiting. Professional and Family assumptions are limiting. Professional Limited Knowledge.	Stifling help.
Reality hurts. Safety. Safety Risk.	Safety.

Top Five Concerns From Level Two Coding. The Level Two code ranking of the concerns according to student, professional and parent participants are in Appendix E. Below are the rankings from the Level Two coding process of the top five concerns according to student, professional and parent participants. At this point in the analysis the researcher began to consider the development of theories by reflecting on the top two codes of each group and doing comparisons for similarities and differences. Below are Tables of frequencies for each group as well as the combined groups. Definitions for each code and supporting data have been displayed in this chapter. This section serves to

exhibit the Level Two codes and frequencies. The section also serves to direct the reader's attention to the top two codes of each group for theory generation and Level Three coding.

Level Two codes of combined groups

The combined group codes represent the top five codes in order of frequency mentioned for all interview groups and observation data (see Table 3.18). The ranking is a reflection of the code merging process described above. According to the combined group rankings a successful path toward effective transition must consider the impact of help that is stifling to the student. The rendering of learning assistance in such a manner that results in depriving the student of human value and suppressing their growth would likely negatively impact the transition process according to the researcher and this analysis.

The number two ranked code, 'powerful contribution', would serve as an antidote for stifling help. Being personally potent and having great effectiveness in the giving of knowledge, time, assistance, etc., to the common good is, according to this study, a desired focus of curriculum content. The rankings remain consistent for the professional group (see Table 3.19) and in inverted order for the student group (see Table 3.20).

Table 3.18		
Level Two Top Five Codes for Combined Groups		
Code	Ranking	Frequency Used
Stifling Help	1	177
Powerful Contribution	2	173
Competence and Understanding through a Variety of Educational Opportunities	3	138
Welcoming Stable Community	4	102
High expectations and respect	5	95

Level Two codes of professional group

The professionals in this study are made up of teachers, house-parents, administrators and a social-worker. Teachers represent the majority at seven out of ten. The ranking of the top two for professionals remained constant with the combined group ranking (see Table 3.19). The researcher at this point began to understand the professional's perspective as being from what might be assumed is the professional main concern. That depriving the student of human value and suppressing their growth is the exact opposite of what the professional desires. In other words if a message to curriculum builders was to come from the professional groups it would be to improve and enhance teaching methodology (help for the student) as a means of increasing the effectiveness of transition programs. The researcher began to understand the ranking and data as an

indicator of gateway to learning. The term gateway is defined in this case as the most effective starting point of learning. A gateway or starting point of effective learning environments is, according to the professionals in this study, to improve the technologies of teaching.

Considering the second ranked code of powerful contribution may point to why the professionals desire to improve teaching technologies. The objective of teaching technologies, according to the professional participants in this study, is to develop students that are personally potent and have great effectiveness in the giving of knowledge, time, assistance, etc., to the common good. The data emerging from the student participants points to a subtle and powerful difference (see Table 3.20).

Table 3.19		
Level Two Top Five Codes Sorted for Professional group (Teachers, House-parents, Administrators, Social-worker)		
Code	Ranking	Frequency Used
Stifling help	1	140
Powerful Contribution	2	135
Competence and Understanding Through A Variety of Educational Opportunities	3	114
Welcoming Stable Community	4	91
High Expectations and Respect	5	72

Level Two codes of student group

The students' frequency rankings place 'powerful contribution' in the number one position (see Table 3.20). The gateway or most effective starting point to learning is, according to the students of this study, the opportunity to be personally potent and have great effectiveness in the giving of knowledge, time, assistance, etc.. to the common good. Improving teaching technologies plays an important supportive role in the number two position, according to the students.

Considering the ranking Table 3.20, the students' message to schools may be the following. The overall vision and focus is the student continually making powerful contributions. The organizational strategies are built around positive and personally enhancing teaching methods. The foundation of support relies on using and nurturing friends, and the organizational tactics center on creating individual and varied learning opportunities. Comparing this formula to what the professional message may be would change the vision and strategies. For the professionals the overall vision is to have positive and personally enhancing teaching methods, and the organizational strategies focus on the student continually making powerful contributions. This comparison again brings up the question of gateway or starting point of the learning process. The parent group presents a third view consistent with the Level One ranking (see Table 3.21).

Table 3.20		
Level Two Top Five Codes sorted for Student Groups		
Code	Ranking	Frequency Used
Powerful Contribution	1	37
Stifling help	2	29
Having Friends	3	28
Competence and Understanding Through a Variety of Educational Opportunities	4	19
High Expectations and Respect	5	12

Level Two codes of parent group

Holding a person in esteem with the sense of their worth and excellence, creating an anticipation of importance is, according to the parents in this study, the gateway to effective personal growth and transition (see Table 3.21). Having high expectations and respect combined with being safe are, according to the parents in this study, the main concerns. The difference between the code of 'powerful contribution' and 'high expectations and respect' is one of tangible behavior. The intent of the definition of 'powerful contribution' is that there is on a daily basis the act and/or behavior of being personally potent. 'High expectations and respect' is intended to be an important and intangible emotional presence of holding a person in esteem. Fundamental questions began to emerge as a function of the analysis and Level Three coding. The second part of this chapter addresses the Level Three codes (questions).

Level Two Top Five Codes Sorted for Parent Group		
Code	Ranking	Frequency Used
High expectations and Respect	1	11
Safety	2	10
Stifling help	3	9
Having friends & Unique Individual	4	6
Competence and Understanding Through a Variety of Educational Opportunities	5	5

Purpose Two: To develop questions for further study and learning.

Level Three codes began to emerge as I completed Level One and Level Two data coding. The Level Three codes took the form of two distinct groups of questions. The questions are: a) what are the pathways for students to make continual personal improvements and contributions, and b) what are the most effective components of supporting and nurturing? The questions that emerged from the data coding process lead to the developed theories presented in Chapter Four. Following the consideration of questions 'a' and 'b' listed above, the remainder of this chapter is devoted to looking at the data in each of the top five Level Two codes as they relate to the two Level Three question codes. I have recorded actual words and some processes taken to hear those words. Analysis is kept to a minimum although my assumptions are clear in the methods used to tell the story and relate the information. Seven sections represent the top five

collective concerns. Three concerns (having friends, unique individual, and safety) are in the top five of the parents and students only.

Emerging Questions

The first question (what are the pathways for students to make continual personal improvements and contributions?) is considered in the first section of this chapter. The top two Level Two codes from the students and professionals (Stifling Help, Powerful Contribution) and ‘unique individual’ from the parent participants point to answers of the first question.

The need for personal improvement and contribution are linked. One teacher pointed this out as she said, “for education to be real one must see their own deeds as they apply to the world.” The biography and understanding that allows the individual to stand free is dependent on answering the question, what do I carry in myself for you, was another teachers expression of the above question. A student said it clearly as he said, “I want meaningful employment.” Students must be allowed to grow into adults with a meaningful life according to a house-parent. The following conversation with a student illustrates the desire to grow and contribute.

Student: I would like to learn biology.

Researcher: What would you like to learn about biology?

Student: My friend learns about biology of how human beings have babies on earth.

Researcher: Why would you like to learn about that?

Student: Um. It’s good to know cause if one of my friends have a baby I could call and tell them I would be over and help deliver the baby.

The negative perspective also points to the question of growth and contribution. One student said, "I realized that I can not wait for someone else to do it for me." A limited view of the person's future may inhibit a growing and contributing student. An example of this fear is shown when a teacher tells of her biggest concern being her capacity to find an adult agency to offer services. The need for growth and contribution was perhaps most clearly pointed to when a student was asked what he would do with the rest of his life.

"I would sit in a chair all day... I would be with my mother forever until she gets to old...then I would ask her to find another mother to take care of me...work is not for me...I guess my mother would find another mother whenever it is time for her to escape."

The second question (What are the most effective components of supporting and nurturing?) is considered in the second part of this chapter. The remaining top five codes (competence and understanding through a variety of educational opportunities, welcoming stable community, high expectations and respect, safety, having friends) from all three groups (students, parents, and professionals) give information regarding the second question. An administrator points out the need for support. "Transition does not mean a straight line to where (the students) will be...but a series of experiences that will support the person's transition." This sentiment is echoed by a teacher as he says, "the portal of transition has at its heart collaboration and relationships within the community." One teacher underscores the need for nurturing when she talks about daily living as the foundation of learning. "(A secure place to grow is the) reason we have an extremely

predictable, repetitive rhythm of the day, to the school, and to what happens after school. This is beneficial for the children and this is also beneficial for everyone to live in a rhythm. A healthy rhythm where sometimes intellectual things are demanded of you, other times physical things are demanded of you.”

What Are The Pathways For Students To Make Continual Personal Improvements?

The theories presented in Chapter Four serve to point to possible answers to the question of pathways for student improvement. In this section each code that leads to the question is presented with supporting data. What is the meaning of the code, what did participants have to say about it and do the groups agree on its importance is explained in this section. The meaning of the codes and what the participants said serve to give the reader a basis for participating in the analytical meaning presented in chapter four. Triangulation of data is used to show credibility of data and of the validity of the conclusions. The first section by Level Two code is ‘Stifling Help.’

Stifling Help. The meaning of the code ‘Stifling Help’ is illustrated by the writings of Dass (1988), Freire (1988), Illitch (1987), Sarason (1993), and Wolfensberger (1983). The assigned meaning is the rendering of learning assistance in such a manner that results in depriving the student of human value and suppressing their growth. In essence help that is based on devaluing the person being helped stifles personal growth. Help can be defined as, but are not limited to, teaching techniques, support services, residential services, or special education. Devalued refers to the down grading of a person socially, emotionally, or psychologically. Devaluing can happen consciously,

unconsciously, intentionally or unintentionally. For more discussion on the subject of devaluation see chapter one or refer to the work of the references listed above.

My understanding of the issue of help that is stifling began to be clarified in 1987. In the fall of 1987 I traveled from Harrisburg, PA to Holyoke MA to attend a conference on community building. I arrived the evening prior to the start of the conference in time to have dinner. The conference site was a convent and meals are served in a cafeteria. The dining room is set up so the sisters can have privacy. One half of the dining room is for conference participants. When I was ready to sit down I noticed there was only one gentleman in the dining room. I choose to sit with him. He turned out to be Myles Horton a long time civil rights educator from Tennessee. The opportunity to learn from him was too good to pass up. "Mr. Horton," I said, "we are running an educational institute designed to help human service professionals make better lives for people with developmental disabilities. What advice do you have for us?" Mr. Horton sat back, stroked his long gray beard and said in a matter-of-fact southern drawl, "I just do not know, I have never given advice to the oppressor." Let the people design the experience was Horton's message. That short conversation demonstrates the intent of this code. Horton's point is further illustrated by Guy, a student interviewed during this study. "I learned that with everybody helping me I do not have a chance to help myself. If you used a wheel chair and went shopping at Wal-Mart everyone would come and say, 'do you want this, or this, or that,' and on and on. You would eventually get mad and say leave me alone for awhile so I can think." A school administrator interviewed at Beaver Run Camphill Schools demonstrated the necessity of the student designing the

educational experience when he said, "I often think that the handicap is that I can not let go of the dream I have for that person." He went on to say that for those who cannot speak, our image can become a prison...the question is how could we open up?

The administrator from Beaver Run speculated that we may have a difficult time opening up because our focus is with school operation. A parent, during the meeting held in Ontario, promotes the question of will they succeed and fears that the question given priority is will the school or service succeed? The concern of focusing on the educational service first and the student outcome second is visible as a teacher in a focus group asks, "will I be able to put them in touch with the right agency to meet their need?" The search for the correct service or agency may, according to the school administrator, side track our focus from the student.

Dr. Wolfensberger in 1983 noted that people with disabilities experience exclusion from competing and collective action and play roles based on being less valued and even a burden on the community as a whole. A professional I spoke with echoed that concern by saying; "There was a boy...one of the most capable students here...he basically sits at home and watches videos and smokes cigarettes." A teacher who describes a cooking program set up for 6 students living in a group home illustrates the programmatic use of exclusion from ordinary roles. "Rather than take the group down to the school cafeteria and prepare an entire meal for everyone...we are making just one meal while actively showing them how to prepare the meal. Rather then get to the cafeteria and try to fire up six cheese-steaks and six French fries while all those kids are getting rammy in the cafeteria kitchen...we take them step by step and make one cheese-

steak and one French fry (using the kitchenette in the house) and then we take them to the cafeteria for dinner.” The intention of this cooking program is to teach students to cook and provide themselves nutritional meals. The impact of the program design presented by the teacher may be to exclude the student from doing important work that transitions them to adult life. In this case the important work is actually preparing the meal that is eaten. Another teacher appears to use exclusion as temporary while the student learns. “As long as he can improve his independent living skills I see him as a good person to live in the community” (Robert, teacher, 1/28/98). The message from the Level Two code, ‘Stifling Help’, is for the student to live in the community as an intrinsic motivator of improving independent living skills.

Triangulation of stifling help. The code “stifling help” is in the top three concerns of student’s (#2), professionals (#1) and parents (#3). It is clear that according to this data the issue is important from all three perspectives. Holding the number one, two and three positions of importance point to the need to study the issue of student stagnation emanating from help that stifles the student. A further analysis makes the degree of importance a bit less clear. To what degree do the participants understand this issue as one of primary importance? That is, are people saying that growth and learning will not occur with the issue of help that is stifling present? These questions are for future research. The following quotes are sample data illustrating this triangulation. “I realize that I can not wait for someone else to do it for me (Student).” “I often think that the handicap is that I can not let go of the dream I have for that person (Professional).”

“What ever happens to her happens at home in terms of her staying light, staying playful and getting in touch with the joy (Parent).”

Powerful Contribution. Being personally potent and having great effectiveness in the giving of knowledge, time, assistance, etc., to the common good is the definition of this issue. A teacher further defines this code as she says: “For curative education (as designed by Rudolf Steiner and Waldorf education) to be real one must see their own deeds as it applies to the world...not the vision of others expectations...by seeing myself I embark on the transformation necessary” (Betty, teacher, 10/19/97). An outspoken student stated the essence of being powerful when she said; “ I am a leader because it is helpful to everyone.” The extreme opposite of that is indicated by a Camphill schools teacher when comparing the strength of being a powerful contributor to people living under the welfare system. Recipients of welfare, according to the teacher, can not be instruments of self-sustaining communities because of the expectations of neediness. ‘Powerful contribution’ and perhaps the current programming for self-determination is leading professionals to reflect on their own roles in supporting, living with and learning from people with disabilities.

I sat under a tree on a 300-acre farm in the rolling hills of southeast Pennsylvania. A circle of people made up of house-parents and teachers from the Camphill schools spoke about their concerns, experiences and thoughts regarding students with disabilities transitioning to adult life. A stomach full of homemade organic bread and vegetarian stew, the view of surrounding woods and farm land, the warm breeze blowing past the leaves and hospitality of the people I sat with occupied my senses as much as the words

they spoke. What they said was that in order to understand, each child must pay attention to their inner experiences. Students must develop inward attentiveness. The power of personal biography and understanding is what allows the individual to stand freely. As the student answers the question of, what do I carry in myself for you, the capacity grows to resolve individual paths.

A child grows to have a meaningful life, according to one teacher, when they are surrounded by a deep belief in the integrity of themselves as spiritual beings. He goes on to say that as long as the person with a disability is viewed as a machine that has been wired wrong the 'self' that determines fulfillment will not emerge. The foundation for becoming an adult, according to a parent, is paying attention to 'what touches your heart' and 'what brings you joy'. A teacher illustrates this point when speaking of Larry, an 18-year-old man yearning for adulthood. "Larry always gets into trouble when he starts to watch other kids and ask them if they like him. He begins to look at himself and not like himself and that is when he gets into trouble. I think he is trying to find a place to fit in so he can feel good about himself." Another teacher explains the need for contribution by saying that one has to feel that there is some control in ones own destiny. Finally a student shows great maturity regarding being powerful when she says that you're never too old to be afraid.

Triangulation of Powerful Contribution. Powerful contribution is the greatest concern according to the researcher's interpretation of student data. The issue holds the number two spot according to the professionals. The issues of powerful contribution had only one mention in the parent group making the rank number eight. In terms of triangulation this issue that has taken on critical importance in this study does not triangulate if considered to positively triangulate only if in the top five concerns of all respondents. However, when the rankings are combined to form an average the ranking is nearest four. In future research this question of making a powerful contribution may be studied in isolation with equal amounts of group participants. The following sample data represents the triangulation. "My son was labeled "non-verbal" and welcomed as a good listener at Beaver Run (Parent as recorded by researcher in Beaver Run group meeting 3/97)." "I must speak out to others and be a leader (Guy, Student, 2/27/97)." "That is the quality we need in our life sharing, empowerment, choice, and mistakes. There's something very powerful about who (the students) are (Tracy, Professional, 10/15/97)."

Unique Individual. The definition of this code is the assumed need for each person to feel personally distinguished as a sole example or solitary type. A professional noticed the importance of being unique as she told me that a student is a member of an Native American tribe and that he writes back and forth to them. As the researcher sat in Larry's parent's living room surrounded by family artifacts and listened to his mother talk about Larry's history the uniqueness of Larry was strong.

I put locks on the cupboards. He drove my car at six years old. These are some pictures He played a major role in the Christmas Carol. There is the snow at

Beaver Run. There is one of the teachers. This is his graduation and there is Natasha, his girlfriend. That's his first wagon and that's his first birthday...

-Larry's mother, 10/28/97

One teacher claimed that the uniqueness of the students she lived with gave her opportunities to grow spiritually. Sometimes student's uniqueness is portrayed by what they won't do as told by a teacher. "The job didn't work out because after a couple of weeks he got tired of the cleaning aspect." The issue of uniqueness and wanting to be seen as a unique individual is present and recognized by the participants. One teacher puts it strongest. "They want to meet the world. They want to bring themselves, show them I do exist, I am here, listen to me as well. Children who can not speak or barely walk also have that impulse."

Triangulation of Unique Individual. Out of sixteen codes, unique individual was rated 5th by parents, 6th by students, and 7th by professionals. Those rankings place it in the top 50% of importance. The focus of the study is the top five concerns. From focus of the top five concerns 'unique individuals' triangulation gives it an overall ranking of 6 and is not in the critical importance level. That delineation being somewhat arbitrary and the ranking being 6 out of 16 places it near the top third and deserves further study, consideration and interpretation in future studies.

Conclusion

The data and triangulation of the data highlight the areas most likely to provide answers to this question. Stifling help and powerful contribution are the two most prominent issues according to this study and the participants. Chapter Four develops

theories and suggests answers to the question based on these two codes and Level Three Codes/questions. According to the analysis in the above section theories will emerge as focus is placed on two fundamental concerns. First, the development of processes which cause students to be personally potent and have great effectiveness in the giving of knowledge, time, assistance, etc., to the common good. Second, the consideration of the rendering of learning assistance in such a manner that results in depriving the student of human value and suppressing their growth as an educational issue.

What are the Most Effective Components of Supporting and Nurturing?

The theories presented in Chapter Four serve to point to possible answers to the Level Three code/question of characteristics of supporting and nurturing educational programs. In this section each Level Two code that leads to the Level Three code / question is presented with supporting data. What is the meaning of the Level Two code, what did participants have to say about it and do the groups agree on its importance is explained in this section. The meaning of the Level two code and what the participants said, serve to give the reader a basis for participating in the analytical meaning presented in Chapter Four. Triangulation of data is used to show credibility of the data and support the conclusions of the researcher. The first section by Level Two code is ‘competence and understanding through a variety of educational opportunities.’

Competence and Understanding through a Variety of Educational Opportunities.

Experiencing different types of learning opportunities resulting in suitable knowledge and capacity to make personal interpretations of the world defines the intent of this issue. The discussions in this area focused on three components. Learning

functional skills, gaining understanding, and relying on the student's interest as the guide. How they might fit together and the problems with popular debate about each agenda are explored in the next chapter. Establishing the data pointing to each component is in this section.

Functional Skills. One afternoon, the researcher was asking a teacher about Larry, a student near graduation. The dream expressed is clear. According to the teacher they are looking for a group home to get him back to society. He must be able to function in society and take care of himself the teacher states. Several students when asked about what they want the teachers to teach them respond in similar fashion. "We would tell him to teach us about growing up and how to eat right exclaimed one student." "I want to know about adding, baking and how to take care of babies" added another student. A house-parent at Camphill Schools imagines that what students would say is the most important is to function well. She goes on to talk about Larry.

"Larry has a lot of needs and the penny dropped finally two years ago when he learned to read. We've been working on that for years and years and years and he just wouldn't get it. One day it was there and that's been like God's gift that he has learned to read. It has made such a difference in his life. One day we were out to Hawk Mountain for a hike. Up at the mountain we had a snack there or lunch break and we are all sort of lying on the rocks sun bathing. There were a lot of people and Larry stood up and he says is there anyone here who would like to hear anything about Presidents? People sort of smiled and turned around and he held a half an hour lecture without any paper to read from and totally just told it like a person who would have prepared a lecture. Right there in the open and all these people who were not from Camphill were totally amazed. What this fellow was able to bring and not just what the information was but the way he brought it out. He made everyone interested about Presidents. He made the people want to hear and participate. He would go and ask questions. I think that shows something about functional skills serving cultural needs."

Understanding. The researcher sat in a small living room with the television tuned to Wheel of Fortune and a small Pomeranian on the couch next to him. Larry's mother sat on the couch with him. His father sat across the room watching the television, periodically joining the conversation. Larry's mother told me his life story while flipping through the pages of a photo album,

When we adopted him (he was two and) he couldn't walk. We had to teach him to walk. [Look there he is at 4 1/2 years] His legs weren't built up enough to hold him. [These are our adoption papers] He wasn't allowed to walk. He wasn't allowed to crawl. He was locked in a cabinet in a dirt basement. [This is a certificate of dedication to the church] That is how they found him. [Look at his stomach he was malnourished. See his legs how little] They (Camphill Schools) did a wonderful job with Larry. [That's him in his suit] They taught him how to act but most of all he is calmer now [That's from being thrown against the wall. And his brain bounced from the left to the right and put a big dent. And this side here he had to have surgery to replace it because it popped out because he has more respect for himself and other people. [That's his first wagon. And that's his first birthday that we had for him] I want him to learn a little bit of responsibility and how the world functions because he is curious [And that's Beaver Run. They were putting on a play out on the field.]

A teacher speaks about the importance of understanding as she explains that among the students there is a strong wanting to know what is happening in the world. Not only what is happening in America but really wanting to widen the view of the whole world, she clarifies. The same teacher demonstrates the mutuality of understanding when she says, "It is a constant learning and that's why I like it so much that I do the same jobs everyday. Everyday the students and the jobs look different. Every single day." A teacher of the tenth and eleventh grades expands on the use of understanding as an important quality.

"I remember when Rachel came to my class two years ago and we were doing American history. Her mother called me on the phone and said 'I

am so happy that she is learning about American history because she has never had that before'. She had a strictly functional curriculum and I think that you can teach these functional things within the context of American history or literature or whatever. I don't know why we have to assume that students (with disabilities) don't enjoy learning these things or that it is not interesting or that they cannot get something out of it. I guess someone could argue with the lessons I teach and say, why on earth are they learning an ancient tale. It is because it causes them to function with understanding."

An administrator explained that he learned that it is his responsibility (as an administrator) to help (teachers) understand that to be helpful is good, but they must first offer dignity by understanding what the person needs help with. A student agrees from personal experience as he explains that he knows what it feels like to not be understood. "It feels awful, he said! He went on to say that, "professionals do not understand how bad I need a job and that they also do not understand what I am capable of."

Students' Interest. The researcher sat with Larry at a table in the hallway of Camphill schools. They were surrounded by muffled sounds coming from arched doors in the circular hall. The most prominent were the music, singing and footsteps from the large blue room where students and teachers were doing eurhythmy. Larry had recently read The Hunchback of Notre Dame. He decided the hero, Quasimodo, was worth becoming. The researcher asked him what his plans were for the future.

"I would like to go to Paris. I would like to ring the bells of Notre Dame. But to do that I need some money. If somebody helped me get it, like if I would work for somebody and they would help me get it. I need tickets. That's why I need money. I would look up here (points to a picture of Notre Dame) and I would see the citizens of Paris and see if they are all right and if they are not I will climb down here and swing out onto the square and

rescue them. I'm not coming back to America. I will live in a hotel or buy a house. I am Reading about Paris because then I will know about it. When I'm in Paris I would like to do lots of things. I would like to live in the Notre Dame cathedral. I need to learn French. I will get a job there. Ringing the bells of Notre Dame. I will go to bell ringing class."

A teacher talks about what some call Larry's obsessions. According to the teacher, Larry is a little bit extreme in his obsessive ways. If he starts to read a book about someone, the teacher explains, Larry will want to become that person. He is able to learn in that way. If he is interested he is able to find information and learn it according to the teacher. One teacher pointed out a possible limitation of a well written functional curriculum when she said, "This is an extremely well written functional curriculum and it is occurring to me now that it could cause us to have blinders on that undersells the student's interests and abilities." Another teacher tells about Robert, a student who seemed uninterested in learning. "Robert showed an interest in the environment" and according to the teacher he could not get enough of it and started to want to learn all about it. "Robert also loves musicals," the teacher explains. "He loves to attend musicals. He can give complete concerts of about 200 musicals. This is a young man who many said was extremely limited." The teacher explains that It is the teachers responsibility to ensure the well-being of each student while making innovation possible. The teacher speaks of the potential problem of focusing on the functional learning and ignoring the students particular gifts, talents and stages of development. Seymour Sarason calls this 'the world of the student' and says it very clearly in his book Letters to an Education President.

You can increase salaries, require would-be teachers to be more steeped in math and science, write new curricula - you can do all of these things and more but they will be of no avail if they are not based on and informed by the big idea: You start with and capitalize on the world of the students, their experience of and with their world, their questions, their curiosities, their puzzlement's (Sarason, 1993, p.36).

Triangulation of Competence and Understanding through a Variety of Educational Opportunities. This issue is in the top five concerns of all participants. The professionals rank it 3rd, the students 4th, and the parents rank it 5th. The average ranking is 4th. It may be that they are differing positions. The parents appear concerned that someone must understand their child as they do from a position of love and uniqueness. The following three examples of quoted data represent the cross group agreement. They are differing perspectives around the same issue that is validated as important by all participants. "What will make her heart sing is that she is in an environment where she is honored and respected for her wholeness (parent)." The professionals are concerned that learning opportunities be in focus with the students level and desire to be competent and understand. "I have learned that it is my responsibility to help (students) understand. To be helpful is good but I should first understand what the person needs help with. I know that I must have patience, understanding and skill to help (students) understand (professional)."

The students are saying that they desire to understand, be understood and be competent and teachers should assist them with that. "Being understood and understanding is important. I know what it feels like to not be understood. It feels awful!

For example (teachers) do not understand how bad I need a job. They also do not understand what I am capable of (student).”

Welcoming Stable Community. A welcoming stable community was in the top five concerns for parents and professionals. The core desire of this issue is for a person to be received or accepted with pleasure into a distinct group of people sharing common interests who are likely to remain firm and steady. A house-parent showed excitement for this issue when she said: “You know, wow, this is a home! It’s a place where you can really, you know, you can really experience” (Betty, house-parent, 10/19/97). The students coding placed it number eight in order of importance. One professional who is a live in house-parent speaks about the importance of community that is safe and active. According to the professional the children come to a place to live with a family in an environment that is protective and has a very active festival life. One teacher spoke about Larry and where he gains his strength. “With Larry he’s always been taking from his memory of being with his parents. They have always taken care of him so he knows that wherever he goes they will be in his life” (Teacher). Another teacher points to the wholeness of community as she says, “we believe that all the areas [of social needs, cultural needs, and functional needs], operate together at the same time and that makes it a life.” A student reflects on the need for familiarity when he states, “I miss my animals and dog and mom. Its tough being away from them but I have to get used to it.”

As the researcher sat in a crowded living room with 25 students at a sing-along the desire for stability and community was present. He was told that this is simply a community and that what I witnessed was an active extended family life. He heard the

comfort and energy in the voice of Leslie (a student) as she said to him that this is the place she is 24 hours a day, whether she is sick, healthy or whatever.

Triangulation of Welcoming Stable Community. Two of the three participant groups rated this, according to the researcher's coding, below the top five. The professionals rated the issue as 4th. The parents and students rated the issue 6th and 8th respectively. The overall average rating is 6th, placing it in the top 40% of the ratings. The case is an intentional community. This variable does not lessen the importance of the issue of welcoming and stable community. The intentional community presence likely skews the perspective of the participants toward the desire for community. This could be considered as a reason to look closer with future research or discount the information. This researcher suggests a closer look through future research. The triangulation of data source in this case places the issue in a moderately high position. The quotes below represent what was said.

"I could see him in (community) easily. He seems really social. He has a lot of knowledge to chat about stuff (parent)." "...because then we can be like twins...we won't be able to tell each other apart....it's okay (student)." "I guess in the broader sense this is just a community. You know, wow, this is a home! It's a place where you can really...experience (professional)."

High Expectations and Respect. According to a teacher one of the basic principles here is that without a kind of whole attitude of love towards the work and the children, nothing can be achieved. The holding of a person in esteem in such a way that anticipation of great important is created is the essence of this issue. The presence of high

expectations and respect was strongest in the parents. The professionals and students held it in their top five as number five. The importance of having high expectations and respect is demonstrated in two different statements from teachers. A teacher who lives with the students at Camphill Schools claims that no person could live at the school for very long without looking at the students and just seeing who they are as people. Especially through the hard times, the teacher explains, “we witness students pulling themselves together physically and spiritually. We see them gain strength of holding whom they are.” The view of students as less than human and as perhaps serving a clown roll is established during a conversation with a teacher at Devareux School when she offers, “should I bring Larry in and let him amuse us? The presence of having expectations and respect begins to reflect both on the capacity of the professional to truly see the student as well as the student to generate the strength to dream and believe. One teacher observes; “some say that the students walk through life with blinders on but actually it’s us who do that.” Larry exposes the power of high expectations when he says; “I want to ring the bells of Notre Dame...and I am not coming back”

There is a subtlety of this issue that can be heard in the voices of professionals. A teacher, who lives with the students, while speaking about the rhythm of daily living points out that she lives with people who are very intense and remarkable individuals. She goes on to say that during the course of ordinary daily chores the students say things and do things that is not expected. There is meaning behind it and it comes from their hearts. I feel that, she says, and I can not give you a list or record of how to see it, I just

feel it. One teacher talked of the depth of truly knowing someone as a path toward high expectations and respect. He explains;

“I think what makes it a reality is living with children with disabilities 24 hours a day. It’s quite different than going to work somewhere for eight hours. The children become part of my family. The children are as much my children as my own children. I don’t think that attracts to many people...the fact that I want to live with the children 24 hours a day. The children go through hard times and we go through hard times. It is a constant symphony with beautiful glories and a daily dark side.” (teacher)

Triangulation of High Expectations and Respect. This issue is in the top five of all participant groups. The parents rated it 1st with the students and professionals rating it 5th. The average rating is near 4th. The triangulation is a positive indicator of importance. However the emotion behind this issue is only partially found in the data. One teacher spoke of graduation day with visual respect and admiration. “They sat there on the last day of school and in the assembly they held up a card saying ‘we’re going home and we’re not coming back’. You know it really defines this wonderful gesture (of things to come).” A parent admires his child when he says, “I see Larry as being someone who feels burdened by worries of future things...there are other kids whose primary concern is when am I leaving.” Larry of course demonstrates high expectations and self-respect when he said, “I should like to ring the bells of Notre Dame.”

The positive triangulation along with the emotion present brings up questions of importance of having high expectations and respect and the impact on learning, development, transitioning and success.

Safety. To be secure from liability to harm, injury, danger, or risk (Flexner, 1987) is the definition of this issue. Larry's mother expresses the lack of this as she says: "Hell is here on Earth as far as I am concerned, and Larry has been through it." Safety was a main concern only for the parents. The professionals and students referenced it in terms of a struggle. The parents held passion and worry that was not obvious with others. Two stories. One from Larry's parents and one from a teacher capture the essence of this issue.

You know, Larry has been burnt before and he got cigarette burns all over his butt and his legs. They looked like cigarette burns anyway. I took pictures of the burns when I brought him home. I went up to the school and I said that I did not appreciate what was happening to Larry. I explained that I never had a problem with the house-parents before and I did not know what was going on. I plainly said that I wanted the house-parents out of there. When I brought him back they were gone. (Larry's mother)

We had a debate about when the students could cross the road on their own and when they should be supervised. We took the position that it was an unacceptable risk for students to cross the road on their own. In the same conversation we talked about our program to send students to Europe for exchange visits. The student is essentially taken to the airport, put on the plane and make the flight on their own. They fly 5000 miles on their own and meet people who they do not know if they are going to take care of them. We had a big discussion about what a liberating experience that is. My own thought was if a student is allowed to fly across the Atlantic on their own and allowed to live in a different country for two or three weeks on their own. They then can fly back on their

own and when they get home they are not allowed to cross the street without having their hand held? What are we saying to them? I think the element of what is an acceptable and what is not an acceptable risk is a big one. (Teacher)

Triangulation of Safety. Safety was rated by the researcher's coding as 9th for students, 6th for professionals and 2nd for parents. The overall average for triangulation is near 6. This, according to this studies standard of five and above shows a positive triangulation that is weak. The quotes above illustrate the participant's perspectives. One student showed his concern for safety.

Student: "I will stay at my mother's forever."

Researcher: "You think?"

Student: "I will stay at my mother's forever."

Having Friends. Possessing feelings of affection that cause one to be emotionally attached to another represents the intent of this issue. According to one teacher one of the principles of curative education is that they would never have anything that would stand between two people in a relationship. Being actively engaged with each other is fundamental according to a teacher. Transition is enabled through the gateway of relationships declares one teacher. Another teacher agrees, adding that "the portal of transition has at its heart collaboration and relationships within the entire community."

The dictionary defines friend as a person who is attached to another by feelings of affection or personal regard. This person, according to the dictionary, may be one who gives assistance or support (Flexner, 1987, p. 768). A parent in an observed meeting applies this definition as she states that it is critical to find support persons in the

transition program who care about the students. One of the components of transition is that students must make connections with a variety of people in their community and we should do more of that, one teacher asserts. Larry, a student interviewed clearly understands this as he says to the social-worker: “You’ve got to have a girlfriend to get into the relationship group right? Can you get me a girlfriend?” (Larry, Student, 1/28/98).

After spending nearly a year with a group of students in a leadership process one student summed up the value while being interviewed. “The Leadership Action Group was good because I had friends to talk with” (Margaret, student, 2/25/97). . This student raises the issue of purpose of actions. She infers that the purpose of the actions of a year was to spend time with friends. Larry concurs with this when he talks about what is the most important quality of his current class. “The teacher,” Larry (2/28/97) quickly responded, “we have great fun. He’s one of my best friends.” Two students where asked what is it they would most like teachers to know. After a ten-minute private conference they returned with an answer. “One answer that we have come up with is that teachers should be told that they are nice and they’re cool and that students are glad they’re here and that teachers should tell students that as well” (Judy, student, 2/25/97).

Two students during an interview spontaneously had the following exchange: “I love you Judy. Give me a hug. We can’t hug from here. No, we can’t, that’s true. No, but it was nice to ask anyway. Too hard, right? Yeah (Belva and Judy, students).”

Triangulation of Having Friends. The professionals are the only group that rated the issue of having friends 8th and below the top five. The parents 4th and the students 3rd rated the issue in the top five. The overall average triangulation rating was positive at 5. One question is do the participants have equal understanding of friendship and its importance? One professional appeared to view it as another piece of the program. "He has difficulty making friends...he needs to still work on some of the inappropriate behavior." (Robert, professional, 1/28/98). Whereas the student view given above presents a view that is somewhat more personal and considerate of her friends. "One answer is that teachers should be told that they are nice and they're cool and that students are glad they (teachers) are here and that teachers should tell students that as well" (Judy, student, 2/25/97). Parents' bring in the importance of friends as part of history and represent still a different perspective. "This is a party at a friends house. It is his fifth birthday party. Him and Larry got kind of attached" (Agnes, Larry's mother, 10/28/97).

Conclusion

The data and triangulation of the data point to the areas most likely to provide answers to this question. Having friends, high expectations and respect, and competence and understanding through a variety of educational opportunities, are the three most prominent issues according to this study and the participants. Chapter Four develops theories and suggests answers to the Level Three codes / question based on these three Level Two codes. According to the analysis in the above section theories will emerge as focus is placed on three fundamental concerns. First, the reality of experiencing different types of learning opportunities resulting in suitable knowledge and capacity to make

personal interpretations of the world (competence and understanding through a variety of educational opportunities). Second, the holding of a student in esteem in such a way that anticipation of great important is created high expectations and respect). Third, structures that give opportunities for the development of feelings of affection that cause one to be emotionally attached to another (having friends).

Summary

The purpose of this chapter was to familiarize the reader with the professionals, students, and parents as sources of data. The participants are mainly from one private school in southeast Pennsylvania. The coding process produced seven top issues of concerns.

1. Stifling help.
2. Powerful contribution.
3. Competence and understanding through a variety of educational opportunities.
4. Welcoming stable community.
5. High expectations and respect.
6. Having friends.
7. Unique individual.

Out of these codes emerged the Level three codes in the form of two critical questions for further analysis and study. First, what are the pathways for students to make continual personal improvements and contributions? Second, what are the most effective components of supporting and nurturing?

Stifling help and powerful contribution are the two most prominent issues that according to the participants will provide theories relating to the first Level Three code / question. Having friends, high expectations and respect, and competence and understanding through a variety of educational opportunities, are the three most prominent issues that according to the participants will provide theories relating to the second Level Three code / question. The prominent issues are merged with the two questions in Chapter Four in order to meet the two purposes of the study. Theories have been developed (purpose one) around the questions that have emerged (purpose two) in Chapter Four.

CHAPTER FOUR DISCUSSION AND REVIEW OF THE LITERATURE

Introduction

The findings of this study show that students, professionals and parents perceive key transitions issues to be a) understanding and focusing on the student, b) developing curriculum and syllabi with the student playing an active and meaningful role. And c) supporting and nurturing the above by creating mutually dependent relationships between teachers and students. Students are saying, let me be important and I'll learn anything. Teachers are saying, learn many things and you will become someone important. The difference is fundamental regarding individual motivation to learn (Theory development Chapter Four).

Using the Level Three code questions from the previous chapter, a) what are the pathways for students to make continual personal improvements? And b) what are the most effective components of supporting and nurturing?) meaning is explored. Theories are grounded in the collected data. I have considered the definition and support for the theories, the practical implications and questions requiring further study. The two theories arrived at are: Supreme Excellence and Democratic environments.

Curriculum and learning environments developed with the student at the beginning of each class, course or module and are the entry pathways for continual personal improvements according. The researcher has termed this theory, the theory of 'Democratic Learning and Environmental Development'. The data supports the theory as analysis in Chapter Three showed the need to learn from students as a way of eliminating expectations of neediness. The conclusions reached in Chapter Three recommend school

and educational processes that increase individual potency, human value and personal growth. Creating democratic learning and environmental development methodologies supports Chapter three conclusions.

Understanding the student's essence is the key component of nurturing and supporting. The researcher has termed this theory the theory of 'Supreme Excellence'. The importance of Supreme Excellence or understanding the student's essence, is established in the data from Chapter Three. The data displayed the need for the teacher to be responsible to generate understanding and being understood from perspectives of love and uniqueness. Students gain strength by knowing who they are and learning through the exploration of personal obsessions, according to the data analyzed in Chapter Three. The data further states that students achieve important accomplishments when trusted teachers have high expectations and there are opportunities to be actively engaged with a variety of others. As reported in Chapter Three the data supports Sarason's (1993) 'big idea' of approaching learning from the world of the student perspective. Establishing the students interests is supreme in this data and supports the theory of supreme excellence as a method of supporting and nurturing each student. The chapter also suggests some practical implications of each theory and questions for further study.

Assessing the Meaning. Visiting people, places and schools was a privilege and an adventure. Recording words, thoughts and emotions was a challenge only to the researcher's capacity to relax and reveal his interest and respect for what the person was sharing with him. Transcribing the field notes and tape recordings was a tedious and expensive phase. Coding the material using the software program HyperResearch was a

mix of revelation and boredom. Waiting several months while he pondered and obsessed about what to write was scary and self-effacing. Writing the previous chapter on the demographics and data was comforting and euphoric. Now the researcher is faced with looking for the meaning that wants to be revealed. What is the significance of all that was said? What truly has been implied rather than simply expressed? What big idea was intended to be as people tried to make themselves known to him? He answers these questions below. He is excited about the theories and insights. He is cautious because he understands that all that follows is inextricably linked with his own passions, prejudices, agendas and knowledge. This qualitative research project is like a photograph of people that he as the researcher has superimposed himself in after the original picture was taken.

Theory Development

Theory is developed as a response to fundamental questions. The questions in this study and as a result of Level three coding center on what are the causes and reasons students are motivated to learn. The questions look for answers that uncover the roots of student passions for learning. The search is for the gateway or beginning of the learning process from a motivational perspective. The questions are not concerned with discovering the pre-established learning priorities or assumptions of the teacher. The number one and number two codes according to the professionals and students are, making a powerful contribution and stifling help. The primary concern according to the students in this study is making a powerful contribution. The beginning of the learning process is embedded in the meaning of the powerful contribution code. The themes are grounded in the student message of: I will learn all there is to learn if I am making

powerful contributions. This chapter considers each question, the theory that answers the question and supporting data.

Level Three Code #1 - What are the Pathways for Students to Make Continual Personal Improvements?

The researcher has considered the data and reflected on the meaning. The following theory has been created by the researcher as a way of answering the question of what are the pathways for the student to make continual personal improvement?

Theory of Democratic Learning and Environmental Development. Curriculum and learning environments must be developed with the student at the beginning of each class, course or module. The Democratic Learning and Environmental Development process is the starting point for effective education and motivated students.

Definition and support

Ira Shor (1992) in the book *Empowering Education* clearly defines the essence of theory of Democratic Learning and Environmental Development.

In a participatory process, where students co-develop the course, teachers can learn better the actual cognitive levels of students from which to design forward development. Until students experience lively participation, mutual authority, and meaningful work they will display depressed skills and knowledge, as well as negative emotions. Teachers will be measuring and reacting to an artificially low picture of student abilities” (Shor, 1992, p. 21).

The need and desire for the Democratic Learning and Environmental Development process was clear when a member of the student group said “I know what it

feels like to not be understood. It feels awful! Professionals do not understand how bad I need a job. They also do not understand what I am capable of.” Arnold (1991) defines democratic practice as an educational means to maximize participation of those who benefit from the education in the planning and designing of the course as well as during the course itself. In all activities educators try to act in a way that is inclusive and maximizes participation in defining goals and activities. Shor (1992) says that the heart of the problem is that teachers are taught to lecture and give orders. This institutional bias juxtaposed to the realities of social devaluation (Wolfensberger, 1983) does not serve well the students desire and need to be active in the development of educational activities.

Practical Implications. Herzberg (1984) explains that events that make workers feel good on the job are almost never related to hygienic factors of treatment (company policy, supervision, interpersonal relations with peers and supervisors or working conditions). Instead, Herzberg tells us, events that make them feel good involve motivator factors (their own achievements, recognition, interesting work, responsibility, advancement and growth). Applying this to a transition period for students we could say. Hygienic factors of school treatment (school policy, teacher guidance, interpersonal relations with peers and teachers and learning conditions) likely have no relation to students learning and feeling good. Instead, events that cause learning and transition involve motivator factors (their own achievements, recognition, interesting work, responsibility, advancement and growth).

A teacher or school cannot create the ability to transition or learn. However, there are strategies that can be implemented to nurture the characteristics of learning and transitioning among students (adapted from Herzberg, 1985). The first action is to develop the syllabus with the students. The following ten guidelines support that model. The ten steps have been adapted for transition programs from Frederick Herzberg's (1985) steps toward nurturing people's innovative characteristics.

1. Focus the intelligence of your students on important work that adds value to their community. Do this first by enriching the assignments to reflect the student's interests and back it into the system by enriching support mechanisms.
2. Enhance subject-matter expertise with hands-on learning. Have teachers, and others with abstract knowledge of the learning outcomes, personally delivering a completed assignment to the community.
3. Encourage unconventional "none of the above" answers and a questioning of the premises of educational achievement that amount to doing more of the same.
4. Encourage the students to feel the pleasure, the adventure, of ambiguity and uncertainty. Allow the answer, "I don't know."
5. Avoid forcing students to explain and justify themselves. Grades should be limited to feedback needs. Too much intentional watchful care leads to too much watchful care.
6. Help students separate growth motivator factors from hygiene values. Do this by limiting bribes for achievement (such as in school privileges, valued role duties,

or grades). Don't let fair treatment and democratic processes be misused as a carrot-and-stick approach to learning excellence.

7. Don't confuse the motivator anxiety of "can I do it?" with the hygiene anxiety of "Do I fit in?"
8. Reinforce accomplishment rather than model 'studentism'.
9. Don't over think the actions and desires of the student. Put some trust in sensuous intuition.
10. Finally, enjoy the passion.

Questions for Further Study. A group of university students recently told the researcher that they believed the current school system was not ready for democratic curriculum models of education. The future teachers made an assessment that schools had not the resources, skill capabilities or the will to properly institute democratic curriculum development and inclusive education. Because of this unspoken and accepted belief, they had further decided that to establish these models in an incapable system would cause harm to both the student with a disability and the student without a disability. The learning the researcher experienced from the students brings him to ask questions of competence of the educational systems. Michael Fullan (1991) supports this concern as he points out that the main reason for failure of educational change is that the developers and administrators went through a process of creating meaning for the new curriculum. When it came time to move it into the classrooms there where no provision for the teachers, students and parents to work out their own meaning. A researcher interested in this issue has many systems questions to consider.

- Have any schools instituted a Democratic Curriculum Development process?
- Have any public schools used Democratic Curriculum Development?
- What was the change process?
- What are the impacts on students, teachers and communities?
- To what extent does the current structure cause students to mask their true self and replace it with hygienic concerns of fitting in?
- Does the general public understand this fundamental change and is it desired?
- What personal transformation will the teachers experience if democratic curriculum development is institutionalized?

Level Three Code #2 - What are the Most Effective Components of Supporting and Nurturing?

The researcher has considered the data and reflected on the meaning. The following theory has been created as a way of answering the question of what are the most effective components of supporting and nurturing.

The Theory of Supreme Excellence. The cause of supportive and nurture based education is understanding the student's spirit and essence. This act of understanding leads to a reliable guide of the students divinity (interests) and will reveal the required functional skills which will be embraced by the student.

Definition and Support. Motivation-hygiene theory has shown that people are not motivated by higher wages, more benefits or new status symbols (Herzberg, 1987). People are motivated, according to Herzberg, by their own inherent need to succeed at a challenging task. Based on Herzberg's theory, students are not motivated by higher grades, special privileges, or grade level advancement. Students are motivated by expectations of success at challenging assignments. A teacher reports that the students primary concern is to feel that they have control in the advancement of their own destiny. It is the teacher's job to provide opportunities for students to achieve so they will become motivated. The theory of Supreme Excellence requires opportunity be based on the individual talents and divinity of the student. Herzberg asserts that 80% of satisfaction comes from achievement, the task itself, responsibility, advancement and growth. . When a teacher was talking about Larry she could see that his obsession was a solid factor in his learning. If he is interested he is able to find information and learn it according to the teacher.

Seymour Sarason (1993) points out that one truth of education is that we view children as in need of taming. The data reflected this, as some professionals would say that, especially during the transition years, the children must learn what the real world is and how to deal with it. "Where students are" is ignored and "what students are" is

something we should fear and therefore, tame or extinguish, according to Sarason. Sarason further asserts that the result is we have classrooms in which students are passive, uninterested, resigned, or going through the motions, or unruly, or all of the above. The Theory of Supreme Excellence is supported by Sarason's work. Are teachers getting lost in the details of daily living? Viewing people's actions, interests and behaviors as only relevant to the present. Better for the students and us is to see the three dimensions of behaviors actions and interests of past, present, and future. What people do, say and dream now are communications of desired futures based on past experiences and the truth of the soul (destiny).

The transition from school to adult life is likely if there is a supportive and nurture based education and understanding the student's spirit and essence is the starting point. Sarason (1993) calls this the "big idea." The learning starts with and capitalizes on the world of the students. This is based, according to Sarason, on the student's experience of and with their world, their questions, their curiosities, their puzzlement's. In organizational life we seek, according to Deming (1986) profound knowledge. Knowledge that is profound must come from the outside and be invited in. In education, we seek enlightened intelligence and like profound knowledge it must come from the outside and be invited in. Information that comes from outside of the daily experience of the person working (teaching) is considered outside knowledge. The knowledge or information most outside of the teacher's daily experience is the students own questions, puzzlements, curiosities and interests. In this respect the most extreme outside source of information and knowledge for the educational system and teachers is the most extreme

inside experience and interests of the student. This can only come from accepting the student's 'spirit' as true. Understanding who they are and what their spirit wants to become always starts with the student. Transition is likely to fail and teachers are likely to not know what or how to teach if enlightened intelligence is not developed through the emergence of the student's "self."

The capacities and health of the teacher is a critical factor in the creation of extreme intelligence. A teacher in the study asserts that the answer to the question of what are the most effective components of supporting and nurturing is that teachers are very open to receiving the students as spiritual teachers. Good teachers, according to Palmer (1998), join self and subject and students in the fabric of life. The interdependence between teacher and student is evident. According to Deming (1986), there is in almost any system interdependence between the components thereof. The greater the interdependence between components, the greater be the need for communication and cooperation between them. The main concern of the students is clearly in the attainment of supreme excellence as a mentoring force. A key component and thus also a strong main concern is the abilities and health of the teacher. Parker Palmer (1998) expresses and elaborates on this concern:

A simple premise: good teaching cannot be reduced to technique; good teaching comes from the identity and integrity of the teacher. The premise is simple, but its implications are not. It will take time to unfold the meaning of these words. But here is one way to put it: in every class I teach, my ability to connect with my students, and to connect them with the subject, depends less on the methods I use than on the degree to which I know

and trust my selfhood - am I willing to make it available and vulnerable in the service of learning. In every story I have heard, good teachers share one trait: a strong sense of personal identity infuses their work.

Practical implications (Actions designed or adapted for actual use being mindful of these ideas).

- Understand the Theory of Supreme Excellence by committing to it as a classroom vision. Enhance the meaning by having implementation dialogue with professionals, students, families and community members.
- Design daily and weekly processes based on the principles of Asset Based Community Development as taught by John McKnight in Building Communities From The Inside Out, Northwestern University, 1993.
- De-emphasize or eliminate grades.
- Support the student as they develop a personal plan for life and learning. Use the tool 'PATH' Planning Alternative Tomorrows With Hope. Falvey, et. al. teaches the process in All My Life's a Circle, Inclusion Press, 1993.
- Create a school community by using the tools of dialogue, critical thinking and teaching, and desocialization processes as presented in Empowering Education by Ira Shor, University of Chicago Press, 1992.
- Activate strong students and school communities through processes like Future Search planning sessions as explained by Marvin Weisbord in Future Search, An Action Guide, Berrett-Koehler Publishers, 1995.

Questions for Further Study. Many questions emerge as a result of the data and interpretation. The researcher could list several worthy questions and areas of further research. However, he has chosen to suggest only one fundamental question. What environmental factors will likely cause a teacher and a student with a disability to be in a symbiotic relationship? This study has shown that students desire to be led by their own essence. The theory of supreme excellence strengthens in implementation as we answer the questions of symbiotic relationship between student and teacher. Does such a genuine relationship exist anywhere? If so, what are the characteristics? Does the existence of the relationship overcome the forces of social devaluation as taught by Wolfensberger (1983)? Are institutional powers of alienation, as taught by Illich (1987), overcome? If such a relationship can not be found what environmental variables will allow or cause symbiotic relationships? These questions require the capacity to change entire systems. The student with a disability and caring teachers are asking for such a change.

Symbiotic Relationship

The theories of Supreme Excellence and Democratic Learning and Environmental Development have a common theme. The common theme is the need for strong relationships between the teacher and student. A symbiotic relationship is required to assure mutual understanding and commitment. Judy, a student in the study noted this as she stated that teachers should be told that they are nice and they're cool and that the students are glad they're here and teachers should tell students that as well. As mentioned in the background and need for the study section Suzuki (1991) gives us a clarifying

definition. A symbiotic relationship can be referred to as a lifeboat situation. People must profit from entering a relationship as well as contribute to the welfare of the other party.

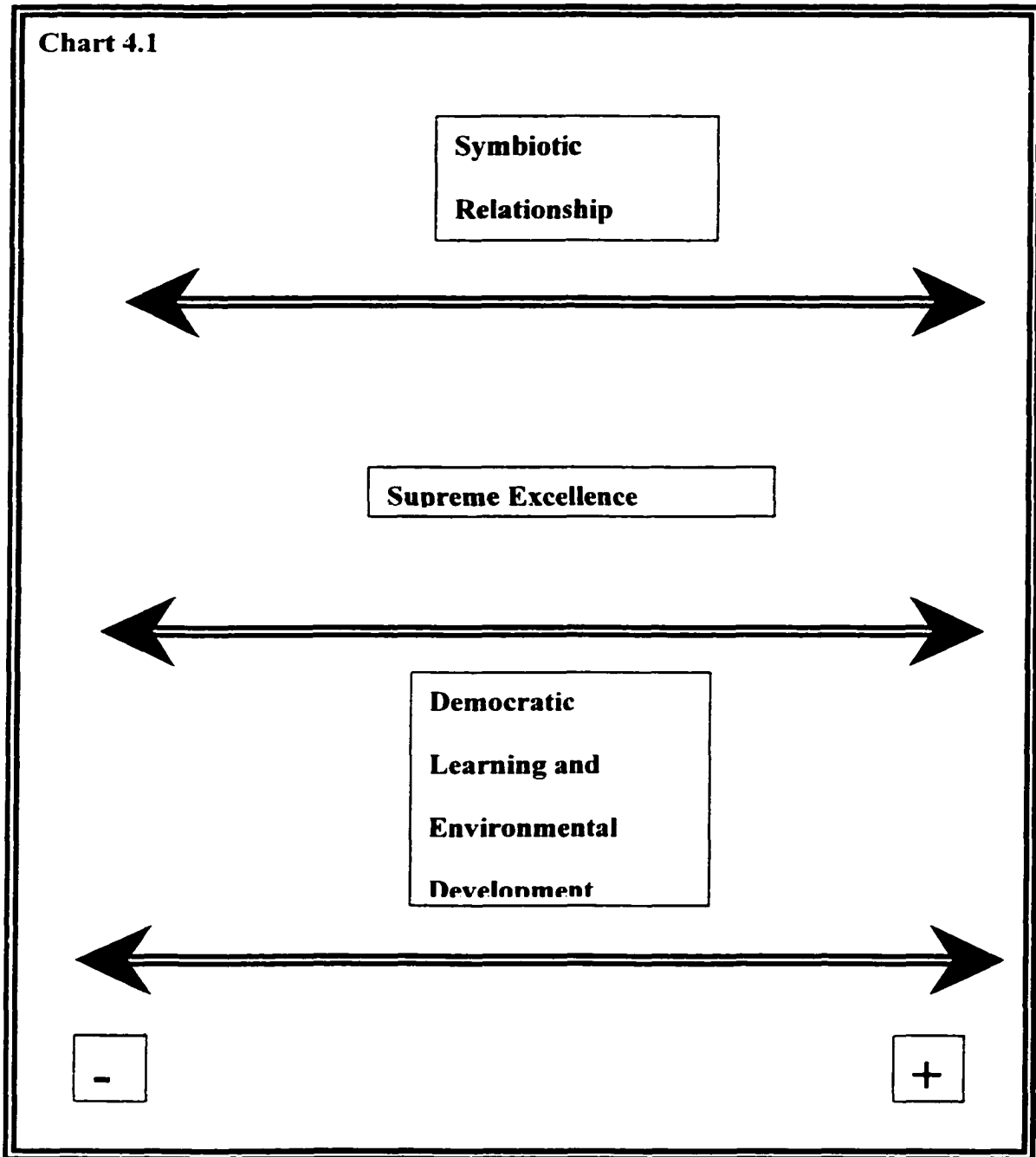
With the ability of the teacher to use a strong sense of identity and integrity, mutual relationships (see section: Background and Need for the Study) are a distinct possibility. In essence the student is inviting the teacher and educational professional to join them in a discovery of the self, the other and the relationship to the other. The components of self, the other, and relationship to other, make up the foundation of social interdependence (Twine, 1994). The students are requesting that we see the natural interconnections and interrelationships between themselves and others. The students and thoughtful professionals are seeing the need to not ordain the learning process by designing one-fits-all prescribed methods and lessons. Rather to generate a symbiotic lifeboat circumstance that establishes the first building block of mutuality in relationship and therefore a life long habit of successful transitions. In this sense students will continually determine the self. Self-determination may be defined as the ability to have inward attentiveness as it pertains to the question of what I carry in me for you (see Powerful Contribution above).

Summary

Transition does not mean a straight line to where they will be from then on, but a series of experiences that will support the persons transition, according to a teacher. The cause of successful transition that is supportive and nurture based is understanding the students spirit and essence. Curriculum and learning environments must be developed with the student playing a meaningful role. The three-legged stool of students' concerns

that determines the self is moving toward Supreme Excellence and Democratic Learning and Environmental Development through the support of symbiotic relationships is represented in Chart 4.1.

The students, professionals, and parents have defined self-determination. It is making use of the emerging spirit as the determiner of life patterns and paths. Self-determination of this sort gives birth to stimuli that is intrinsic and soul based. The study participants have distinctly not defined it as extrinsic stimuli creating the wants of the moment. The question that likely causes teachers and systems to support the intrinsic processes is not what are students asking for that is typical and ordinary through methods such as self-determination. The question is what do students with disabilities have to teach us through their lives that give us a clearer picture of how it is and who they are? Is freedom being seized by those we direct to join the ranks of the ordinary or are the direct and simple actions of many students with disabilities beginning to repudiate today's ridiculous obsession with managing the future by fitting in (Hoinacki, 1995)?



APPENDIX A

Findings Of The Study And Current Self-Determination Technology based on a Review of the Literature**Introduction**

Throughout this study the findings and conclusions are similar to the definitions, meanings, and discussions found in the literature regarding self-determination as it applies to the special education and human service fields. This study did not start out with an interest of defining self-determination. The fact that the final outcome is a concern and definition of self-determination indicates a high level of importance to the student and their well being, and also indicates another way of understanding the study findings. The purpose of this literature review is to find the similarities and differences between how the study participants define self-determination and how the current literature and research defines self-determination. The study agrees with the current research on self-determination. The definition provided by the students, professionals and parents is consistent with current research. The concern that teaching methodology is primary, and student choosing is secondary is also supported by current literature. One fundamental difference between the studies findings and the current literature is the studies recommendation of establishing symbiotic relationships in order to increase self-determining outcomes.

Current Definitions of Self-determination in the Literature

Educational researchers have defined self-determination as encompassing the following areas: self-awareness, decision-making, assertiveness, goal setting, problem solving, self-regulation, self-evaluation and self-reinforcement (Field & Hoffman, 1994, as quoted in Lehmann, 1999). Martin and Marshall (1995) support this finding by quoting the characteristics of successful students with disabilities as found in a 1992 study by Gerber, Ginsberg, and Reiff. The study found that successful students with disabilities had -

- control of their lives and surroundings
- a desire to succeed
- well thought-out goals
- persistence
- adapted to their environment
- built a social support network that facilitated their success.

When discussing the presence of self in regards to evaluation, reinforcement, awareness and regulation and the characteristics presented by Martin and Marshall, the question of motivation is relevant. One motivational approach that has been found useful in education posits that behavior can be intrinsically or extrinsically motivated (Csikszentmihalyi & Nakamura, 1989; Deci & Ryan, 1985, 1991; Lepper & Hodell, 1989; as quoted in Vallerand, 1997). Extrinsic motivation, according to Vallerand (1997), is experienced when someone engages in an activity as a means to an end. Providing students with autonomy and support implies allowing them to make certain choices and

decisions about their schooling. The daily practice of making choices and decisions about learning increases students' self-determined intrinsic motivation. Conversely the practice of telling students what to do and when to do it undermines self-determine motivation (Vallerand, 1997). Wehmeyer (1994) as quoted in Ludi (1995) has a clear definition that is consistent with the findings of this study and matches, generally, the definitions of self-determination found in the literature. The power of choice-making is explained by Ludi (1995). Ludi brings the concept of the student as the main cause of their own success into to focus.

The attitudes and abilities necessary to act as the primary causal agent in one's life and to make choices and decisions regarding one's quality of life free from undue external influence or interference. Self-determined individuals act autonomously, and are self-actualizing and self-regulating. Causal agency implies that it is the individual who makes or causes things to happen in his / her life and that a given action was purposeful of preformed to achieve an end. It is a critical element contributing to an individual's quality of life across settings, environments, and opportunities. (Ludi, 1995, p.164)

Review of What is Missing from the Literature

A literature review provided a core set of skill terms on self-determination. The five skill traits found in over 70% of the literature were assertiveness, creativity, pride, self-actualization, and self-advocacy (Ludi, 1995). The skill set alone does little to enhance the students self-determination. An act must be characterized by four essential characteristics: a) the individual acts autonomously; b) the behaviors are self-regulated; c) the person initiates and responds to events; d) the person acts in a self-realizing manner

(Wehmeyer, 1996, as quoted in Wehmeyer, 1997). Yet much of the literature reflects the advice given by Ludi (1995), directing the educator that it is up to the teacher to decide what is suitable for use with his or her students and in what manner.

The more fundamental symbiotic relationship where people profit by entering a relationship as well as contribute to the welfare of the other party (Suzuki, 1991) has not been found in the self-determination literature. The concept of symbiotic relationship is not as clearly defined or supported. The teacher's fate and fortune being linked to the student's fate and fortune as a requirement of success was not suggested or mentioned.

Throughout the literature, references to community and relationships hint at the need for symbiotic qualities. Wehman (1994) advises community be part of the learning team with power and control being vested in the learner. Falvey (1993) recommends the use of student organized associations. The associations are best based on community need, student interest and diverse membership. The strongest recommendation came from a teacher participant of this study. She reminds educators that the doorway of transition is fundamentally based on collaboration and relationships. Wehman (1994), Falvey (1993) and the teacher interviewed make the firmest arguments for a relational transitional process. All of the recommendations fall short of the more fundamental and meaningful concept of Symbiotic. The literature like the educators above have not created a link between individual student success and the need to be intertwined in a life boat type symbiotic relationship. Falling short of this fundamental link causes curriculum recommendations to focus on the student as the sole actor using scripts written by society

and well-meaning educators. This study defines the environment with mutual interdependence and symbiotic relationships as a core action.

This Study's Definition of Process and Environment

This study concluded with a broad definition of self-determination. The students, professionals, and parents have defined self-determination. It is making use of the emerging spirit as the determiner of life patterns and paths. The patterns and paths are nurtured and supported by an authentic symbiotic relationship. Self-determination of this sort gives birth to stimuli that are intrinsic and soul based. The participants of the study have distinctly not defined it as extrinsic stimuli creating the wants of the moment. Intrinsic stimuli are generally defined as the fact of engaging in an activity for the pleasure and satisfaction derived from participation itself (Vallerand, 1997). The structures for teaching students to embrace the norms of typical society result in an extrinsic educational process. Intrinsic structures begin with understanding of what students are asking for that supports their particular individual interests and strengths. Environments and processes designed to learn from each student their personal identity are the building blocks of intrinsic motivations. Individual freedom and growth is stifled with extrinsic processes and are easily and unconsciously seized by programs focused on teacher concerns to direct students to join the ranks of the ordinary (Utne Reader, March/April 1995, Rejecting respectability). The most desirable futures cannot be managed by a programmatic purpose of each individual fitting in to a perceived norm. The special education process is not currently based on the principles of Supreme

Excellence, Democratic Learning and Environmental Development, and Symbiotic relationships and thus does little to empower youth to be self-determining (Martin, 1995).

The main difference between this study and current research is the assumption of this study that implementation will be most successful when a symbiotic relationship exists between the student and teacher. The key factor of student as causal agent (see Ludi, 1995) infers that the student uses a certain amount of power in acting as the cause of their own success. The power currently is typically held by those other than the student. The educational programs into which young adults with disabilities are placed, the skills they are taught, and the methodology used to teach them all too often reflect the choices of well-meaning parents and teachers rather than the preferences of the student according to Abery (1995). Choices being made by parents and/or teachers is founded on the sometimes real and sometimes perceived inability of the developmentally disabled person to make their own decisions regarding their well being (Krais, 1989). Abery's findings present curriculum builders and educational program implementers with a dichotomy regarding making of choices. The three way dichotomy presented is should the basis of special education pedagogy as well as individual education planning be 'best interest', 'substituted judgment' or 'independent student'. The symbiotic relationship lesson discovered in this study points to an overarching component that embraces all three components of the dichotomy and thus eliminates the dichotomous nature of the issue. Best interest, according to Krais (1989) disregards the expressed desires of the person and focuses primarily upon her needs. Best interest also disregards the general public's interest, cost, etc. Krais (1989) further states that 'what most person's are likely

to do' is not the standard here as that may not be in the best interest of the person with a disability. Substituted judgment according to Kraiss (1989) requires a third person to adopt the perspective of the student with a disability. The essence of substituted judgment is the ability to divine the wishes and desires of the student and report it as a choice. It requires the decision maker to gaze through the mind of a student with a disability. Independent student choice is clear. The student makes his own choice and reports the choice as action is taken. The use of the studies three-legged stool (Symbiotic relationship, Supreme Excellence and Democratic Learning and Environmental Development) allows any of the three decision making processes presented above to be useful in the students life.

Abery (1995) further states that teachers and their assistants respond at low rates to student indications of preference and provide few opportunities for choice within the classroom. . The power imbalance between the teacher as decision maker and the student as decision maker is an issue. The teacher's current role is to be in charge. Until schools and parents can feel secure in their roles as partners and community builders during the transition process, they will be unable to release their roles or change them so that they foster student participation (Lehmann, et al., 1999). In situations of inequality power serves not to make strong the student or teacher. Power serves to develop and maintain the silent submission and quiescence of the person in the non-elite role, in this case the student (Gaventa, 1980). This study views power as a relational issue and suggests symbiotic relationships as a way to balance the power.

Leaving it up primarily to the teacher eliminates the conclusions of this study. The conclusions are that transition foundations are best built on the student's interest, implemented by student action and nurtured by a reciprocal or symbiotic relationship.

Summary

Strong community structures are forged when people are in a symbiotic relationship according to Suzuki (1991). Control or power in ones own life is a key component of self-determination according to Martin and Marshall (1995). Vallerand (1997) reports that participation leads to intrinsic motivation. The conclusions of this study agree that stimuli that are intrinsic and soul based are powerful motivators. The conclusions of this study (see Table 4.1) are that successful transition programs are based on symbiotic relationships, democratic educational processes and the interests and individuality of each student. The literature clearly supports the student making independent decisions or the use of democratic processes. Basing learning environments on the interests of the student is also supported in the literature. Recommendations such as nurturing social networks or building individualized supports are literature recommendations. Symbiotic relationships are supported in broad based literature (Suzuki, 1991) and not specifically in the literature concerning self-determination. The conclusions of this study hold all three recommendations, democratic processes, learning based on student interest and symbiotic relationships as interrelated components of successful self-determined transition programs.

APPENDIX B

Level One Codes in Order of Frequency Mentioned

- 1) LEARN NEW SKILLS (92)
- 2) HAVING FRIENDS (87)
- 3) IMPORTANT CONTRIBUTION (69)
- 4) POWERFUL HUMAN (69)
- 5) WHOLE COMMUNITY EXPERIENCE (68)
- 6) HIGH EXPECTATIONS (52)
- 7) UNIQUE INDIVIDUAL (50)
- 8) HELP THAT IS STIFLING (45)
- 9) PROFESSIONAL ASSUMPTIONS LIMITING (44)
- 10) STUDENT DISRESPECTED (40)
- 11) ACCESS AVAILABLE SUPPORT (38)
- 12) ORDINARY CHARACTERISTICS (28)
- 13) REALITY HURTS (27)
- 14) SAFETY RISK (25)
- 15) PROFESSIONAL WITH HIGH ORDER (25)
- 16) SPIRITUALITY (24)
- 17) PLEASE UNDERSTAND ME (24)
- 18) NEED TO BE NEEDED BY CARE GIVER (24)
- 19) SAFETY (23)

- 20) HONOR MYSELF (22)
- 21) VARIETY OF EDUCATIONAL OPPORTUNITIES (22)
- 22) RATHER BE FRIENDS WITH PROFESSIONAL (20)
- 23) DEEP EMOTIONS PRESENT (18)
- 24) UNDERSTAND THE WORLD (15)
- 25) PROFESSIONAL AND FAMILY ASSUMPTIONS LIMITING (14)
- 26) STUDENTS AS TEACHERS (13)
- 27) SUPPORT FOR FAMILY (12)
- 28) RHYTHM OF LIFE (10)
- 29) PROFESSIONAL LIMITED KNOWLEDGE (10)
- 30) PROFESSIONAL CONCERNS (9)
- 31) MISTRUST OF SYSTEM (9)
- 32) FOLLOW ROLE MODEL (9)
- 33) DO NOT KNOW HOW TO HELP (8)
- 34) ROLE MODEL RESPECT (8)
- 35) URGENT NEED MANY OPPORTUNITIES (7)
- 36) STUDENT LOW EXPECTATIONS (6)
- 37) PROFESSIONALS FOCUS ON NEGATIVE (3)
- 38) TRYING NEW THINGS (2)

APPENDIX C

<u>MATRIX OF LEVEL ONE CODES</u>				
CODE	PROFESSIONAL TOTAL	PARENT TOTAL	STUDENT TOTAL	TOTALS
access available support	25	2	11	38
deep emotions present	9	9	0	18
do not know how to help	5	3	0	8
follow role model	3	0	6	9
Having friends	53	6	28	87
Stifling help	31	3	11	45
high expectations	38	2	12	52
Honor myself	19	0	3	22
Important contribution	49	0	20	69
learn new skills	81	3	8	92
mistrust of systems	8	0	1	9
need to be needed by care giver	21	0	3	24
ordinary characteristics	19	0	9	28
Please understand me	18	0	6	24
powerful human	55	1	13	69
Prof. and family assumptions limiting	11	2	1	14
Prof. assumptions limiting	40	0	2	42
Prof. limited knowledge	9	0	1	10

CODE	PROFESSIONAL TOTAL	PARENT TOTAL	STUDENT TOTAL	TOTALS
Professional concerns	8	0	1	9
Professional focus on negative	1	0	2	3
Professional with high order	25	0	0	25
rather be friends with prof.	11	0	9	20
Reality hurts	21	3	3	27
role model respect	6	0	2	8
rhythm of life	9	1	0	10
safety	19	2	2	23
Safety Risk	20	5	0	25
spirituality	23	0	1	24
student disrespected	34	0	6	40
student low expectations	1	0	5	6
Students as teachers	12	0	1	13
Support for family	7	2	3	12
Trying new things	0	0	2	2
understand the world	7	0	8	15
Unique individual	39	6	5	50
urgent need many opportunities	7	0	0	7
variety of educational options	19	2	1	22
Whole Community Experience	59	2	7	68
TOTALS	822	54	193	1,069

APPENDIX D

Level One Codes Merged to Form Level Two Codes Chart

Level One Codes	Level Two Codes
Please understand me Unique individual	Unique individual
Deep emotions High expectations Professionals with high order	High expectations and respect
Rhythm of life Spirituality Whole community experience	Welcoming stable community
Learn new skills Understand the world Urgent need for many opportunities Variety of Educational options Trying new things	Competence and understanding through educational variety
Students as teachers Important contribution Honor myself Powerful human	Powerful contribution

Level One Codes	Level Two Codes
<p>Student with low expectations</p> <p>Student disrespected</p> <p>Professional focuses on the negative</p> <p>Help that is stifling</p> <p>Do not know how to help</p> <p>Miss trust the systems</p> <p>Professional assumptions are limiting</p> <p>Professional & family assumptions are limiting</p> <p>Professional limited knowledge</p>	<p>Stifling help</p>
<p>Reality hurts</p> <p>Safety</p> <p>Safety risk</p>	<p>Safety</p>
<p>Access available support</p>	<p>Access available support</p>
<p>Follow role model</p>	<p>Follow a role model</p>
<p>Having friends</p>	<p>Having friends</p>
<p>Need to be needed by care giver</p>	<p>Need to be needed by care giver</p>
<p>Ordinary characteristics</p>	<p>Ordinary characteristics</p>
<p>Professional concerns</p>	<p>Professional concerns</p>
<p>Rather be friends with professional</p>	<p>Rather be friends with professional</p>
<p>Role model respect</p>	<p>Role model respect</p>
<p>Support for the family</p>	<p>Support for the family</p>

APPENDIX E

MATRIX OF LEVEL TWO CODES				
CODE	PROFESSIONAL TOTAL	PARENT TOTAL	STUDENT TOTAL	TOTALS
access available support	25	2	11	38
Competence & understanding through variety of education	114	5	19	138
Stifling help	140	9	29	177
Follow a role model	3	0	6	9
Having friends	53	6	28	87
High Expectations & respect	72	11	12	95
Need to be needed by caregiver	21	0	3	24
Ordinary characteristics	19	0	9	28
Powerful contribution	135	1	37	173
Professional concerns	8	0	1	9

CODE	PROFESSIONAL TOTAL	PARENT TOTAL	STUDENT TOTAL	TOTALS
Rather be friends with a professional	11	0	9	20
Role model respect	6	0	2	8
Safety	60	10	5	75
Support for the family	7	2	3	12
Unique individual	57	6	11	74
Welcoming stable community	91	3	8	102
TOTALS	822	54	193	1069

APPENDIX F

Sample Listing of Articles Regarding Public School Issues

Bainbridge, W. (1995). Strategic Issues in Public School Reform. Vital Speeches of the Day. Feb. 1, 1995, vol. 61, no. 8, 254.

Bruckner, M. (1998). Private Lives of Public Leaders: A Spousal Perspective. The School Administrator. Jun. 1, 1998, vol. 55, no. 6, 24.

Summary: The author's study uncovers deep concerns after the impact of administrators' responsibilities on their relationships with spouses and other family members

Burton, C. (1992). Family as a Focus for Early Education Reform: The Implications of Public School Teacher Perspectives. Journal of Research in Childhood Education. Fall 1992, vol. 7, no. 1, 37.

Carey, J. (1996). Listen up! Do you hear what I hear? Thrust for Educational Leadership. Jan. 1, 1996, vol. 25, no. 4, 6.

Summary: While parents voice concerns about school safety and teaching the basics educators talk about higher order thinking skills and authentic assessment. Isn't it time for educators to start speaking the same language as parents? Jan Carey out lines why school leaders must do a better job of listening to and communicating with the public.

Dwyer, V. (1997). Public School Shakeup. Maclean's. Feb. 3, 1997, vol. 110, no. 5, 58.

Summary: As provincial politicians seize greater control of education, many parents fear fiscal priorities will take precedence over classroom concerns.

Ferraraccio, M. (1999). Metal Detectors in the Public Schools: Fourth Amendment Concerns. Journal of Law & Education. Apr. 1, 1999, vol. 28, no. 2, 209.

Gaines, C., Johnson, W., and King, D. (1996). Achieving Technological Equity and Equal Access to the Learning Tools of the 21st Century. Technological Horizons in Education. Jun. 1, 1996, vol. 23, no. 11, 74.

Summary: These three pioneers discuss the issues involved in equitable access to technology in public education. Based on their district's own experiences - with the Saturn School of Tomorrow - they offer insights from those who have led the way. Ramifications on learning, teaching, facilities design, inservice training and more are covered. Finding funds and partners, how to evaluate effectiveness and planning for the future are detailed as well.

Gomez-Getty, W. (1993). Legal Issues - Sexual Harassment and the Public School.

School Business Affairs. Jul. 1, 1993, vol. 59, no. 7, 44.

Hancock, T., Armstrong, J. and Luedecke, L. (1995). Issues in Providing Nutritionally and Culturally Appropriate Food Services in the Public Schools. School Foodservice Research Review. 1995, vol. 19, no. 1, 32.

Heybach, L. and Platt, S. (1998). Enforcing the Educational Rights of Homeless Children and Youth: Focus on Chicago. Clearinghouse Review. May 1, 1998, vol. 32, no. 1/2, 21.

Summary: Homeless children face overwhelming obstacles in securing a free, appropriate public education. These advocates' successful effort to improve educational access for homeless children and youth in Chicago's huge and bureaucratic school system is likely to inspire similar efforts elsewhere in the country.

Jacob-Timm, S. (1996). Ethical and Legal Issues Associated with the Use of Aversives in the Public Schools: The SIBIS Controversy. School Psychology Review. 1996 vol. 25, no. 2, 184.

Ledell, M. (1996). Common Ground: A Way of Life, Not a Check off Item. The School Administrator. Nov. 1, 1996, vol. 53, no. 10, 8.

Summary: Six strategies from an authority on school-community relations for engaging the community in public school issues. Also: What about the critics? (page 10) and resources on common ground (page 11).

Licklider, B. and Kniker, C. (1993). Religious issues present challenges to school principals. Religion & Public Education. 1993, vol. 20, no. 1/3, 106.

O'Neill, J. (1996). New Options, Old Concerns. Educational Leadership. Oct. 1, 1996, vol. 54, no. 2, 6.

Summary: Charter schools magnets, and vouchers are gaining in popularity. What of concerns for equity, diversity, and the common public school?

Ranney, J. (1995). Looking Further Than the Skin: A History of Wisconsin Civil Rights Law. Wisconsin Lawyer. Jul. 1, 1995, vol. 68, no. 7, 20.

Summary: The author discusses the history of civil rights laws in Wisconsin primarily as they affect the black population, beginning with black suffrage at the time of

statehood and continuing with the issues of school desegregation and the current debate over the parental choice program in the Milwaukee Public School system. This debate and the legal history of civil rights in Wisconsin are by no means complete.

Rofes, P. (1992). Public Law, Private School: Choice, the Constitution, and Some Emerging Issues. Journal of Law & Education. Fall 1992, vol. 21, no. 4, 503.

Thomas, G. (1996). Keys to effective public engagement in school reform. Thrust for Educational Leadership. Feb. 1, 1996, vol. 25, no. 5, 16.

Summary: The success of most school improvements initiatives rests to a large degree on the support of the public. Glen Thomas outlines how administrators can help members of the public become more meaningfully engaged in the essential questions and issues surrounding reform.

Stamm, M. (1998). A Skeleton in the Closet: Single-Sex Schools for Pregnant Girls. Columbia Law Review. Jun. 1, 1998, vol. 98, no. 5, 1203.

Summary: Teen pregnancy and single-sex education are social issues that receive significant public attention. Yet education of pregnant students escapes similar scrutiny. This Note questions why pregnancy schools continue unscathed by the legal challenges that have hindered other forms of single-sex education. Although there is a longstanding constitutional distinction between pregnant persons and non-pregnant persons, which justifies the disparate treatment, the federal statutes that regulate education require that pregnant students be treated the same as non-pregnant students. Thus, this Note attributes the disparate treatment of pregnancy schools to deeply rooted and outmoded stereo-types

about pregnancy and female sexuality, the very sort of stereotypes equal protection law aims to eradicate.

Wadsworth, D. (1997). The Public's View of Public Schools. *Journal Info: Educational Leadership*. Feb. 1, 1997, vol. 54, no. 5, 44.

Summary: The Executive Director of Public Agenda warns educators that dismissing the public's concerns will not advance the case for public education.

Weber, M. and Binkelman, M. (1990). Legal Issues in the Transition to Public School for Handicapped Infants and Children. *Journal of Law & Education*. Spring 1990, vol. 19, no. 2, 193.

Williamson, R. and Johnston, J. (1999). Serious Answers to Parent/Public Middle School Concerns. *The Education Digest*. May 1, 1999, vol. 64, no. 9, 4.

Summary: Thoughtful responses apply across more levels than the middle.

APPENDIX G

Consent to participate form

G

Consent for teacher participation

University
School of Education
Fort Collins, Colorado 80523-1588

Informed Consent to Participate in a Research Project

TITLE OF RESEARCH PROJECT: What are the Main Concerns of Students With Disabilities as They transition From Secondary Schools to Adult Life?

PRIMARY RESEARCHER AND CONTACT FOR QUESTIONS, CONCERNS:
Jean Lehmann, Ph.D., Colorado State University. 970-491-5169

PURPOSE OF RESEARCH:

1. To discover the main concerns students with disabilities have relating to the educational environment that transitions students with disabilities from school to adult life.
2. To develop a grounded theory regarding the impact the school environment has on the identified main concerns.

PROCEDURES AND METHODS USED: Unstructured interviewing and participant observation are the main sources of data collection. The environment students are in (classroom, unstructured school time, community school activities) will be observed and field notes created. The researcher may also review school records to identify the students school activities. The student, their teachers and parents may be asked to participate in informal and unstructured interviews. These interviews are a result of a possible need to clarify any observations.

RISKS: There are **NO KNOWN RISKS** associated with this research. I understand that it is not possible to identify all potential risks, but I believe that reasonable safeguards have been taken to minimize both potential and unknown risks.

Page 1 of 2 (initials _____ Date _____)

BENEFITS: research findings will provide much needed information on how to best help students with disabilities gain the skills and experiences needed to move smoothly into adult roles and activities after high school. There are no known benefits to the participants.

CONFIDENTIALITY: The identity of all research participants will remain confidential and will not be used in any research reports. Codes will be used in place of names on all documents to further protect confidentiality.

Audio tapes of interviews will be kept in a secure location to prevent their being listened to by anyone other than the researcher and transcribers. Tapes will be destroyed at the completion of the project. Transcripts and instruments will be coded using numbers to further protect participants.

LIMITATION OF LIABILITY: The Colorado Government Immunity Act determines and may limit Colorado State University's legal responsibility if an injury happens because of this study. Claims against the University must be filed within 180 days of injury.

Questions concerning the treatment of research participant's rights may be directed to Celia S. Walker at (970) 491-1563.

Participation: I understand that my participation in this research is voluntary. If I decide to participate in this research, I may withdraw my consent and stop participating at any time without penalty or loss of benefits to which I am otherwise entitled.

I have read and understand the information stated and willingly sign this consent form. My signature also acknowledges that I have received, on the date signed, a copy of this document containing 2 pages.

NAME (printed)

SIGNATURE

Date

RESEARCHER SIGNATURE

Date

Consent for student participation

School of Education
Fort Collins, Colorado 80523-1588

Title of Research Project: What Are The Main Concerns of Students With Disabilities As They Transition From Secondary Schools To Adult Life?

Primary Researchers and Contacts for Questions / Concerns

Research Site	Contact
North High School, Denver, CO	Jean Lehmann, Ph.D., Colorado State University. 970-491-5169
Camphill Special School, Beaver Run Glenmoore, PA	Jean Lehmann, Ph.D., Colorado State University. 970-491-5169

Purpose of Research:

1. To find out what your concerns are about how the school is preparing you for adulthood..
2. From this information a theory will be developed by knowing what you and other students want.

Procedures and Methods Used: Unstructured interviewing and participant observation are the main sources of data collection. The environment students are in (classroom, unstructured school time, community school activities) will be observed and field notes created. The researcher may also review school records to identify the students school activities. The student, their teachers and parents may be asked to participate in informal and unstructured interviews. These interviews are a result of a possible need to clarify any observations.

Your participation in this research project is being requested for the next one year and may require up to 12 hours of your child's time and three hours of your time each semester.

Risks: There are NO KNOWN RISKS associated with this research. I understand that it is not possible to identify all potential risks, but I believe that reasonable safeguards have been taken to minimize both potential and unknown risks.

Benefits: research findings will provide much needed information on how to best help students with disabilities gain the skills and experiences needed to move smoothly into adult roles and activities after high school. **THERE ARE NO KNOWN DIRECT BENEFITS TO THE SUBJECTS.**

Confidentiality: The identity of all research participants will remain confidential and will not be used in any research reports. Codes will be used in place of names on all documents to further protect confidentiality.

Limitation of Liability: The Colorado Government Immunity Act determines and may limit Colorado State University's legal responsibility if an injury happens because of this study. Claims against the University must be filed within 180 days of injury.

Questions concerning the treatment of research participant's rights may be directed to Celia S. Walker at (970) 491-1563.

Participation: I understand that my participation in this research is voluntary. If I decide to participate in this research, I may withdraw my consent and stop participating at any time without penalty or loss of benefits to which I am otherwise entitled.

I have read and understand the information stated and willingly sign this consent form. My signature also acknowledges that I have received, on the date signed, a copy of this document containing 2 pages.

Student name (printed)

Signature of parent

Student signature

Date

Investigator signature

Date

Guardian Signature for Student Participation

I authorize _____ (Print students name) to become a participant in this described research. The nature and general purpose of the research is clear and I am satisfied that proper precaution will be observed.

Parent / Guardian name (printed)

Parent / Guardian signature

Date

February 24, 1997

Dear Parents / Guardians:

School of Education
Fort Collins, Colorado 80523-1588

your high school has agreed to participate in a study of the school-to-adult-life transition process for students with disabilities. Specifically, the study will look at the main concerns as identified by students in the transition processes. Colorado State University is overseeing the study as part of a Doctoral dissertation.

I would like to ask you to allow your child to participate in this important research. The study will have little impact on your child's day-to-day activities at school. By signing this consent form attached to this letter and returning it in the envelope provided, you and your child will have given consent to participate in the following activities:

1. Agreeing to be interviewed about your child's and your main concerns regarding the transition program your child is in.
2. Allowing your child to be interviewed by themselves or in a group of their peers regarding their feelings about their main concerns at this time in their life.
3. Permitting your child to be observed at different times during the school year when she or he is engaged in interactions with students, teachers, you, or in the community.
4. Allowing your child's teachers, and other persons you identify as actively involved in your child's life, to answer questions about your child's participation in his or her own transition concerns.
5. Allowing the researcher to review your child's confidential file.

I hope that both you and your child agree to participate in this study. It should provide much needed information on how best to help students with disabilities make a difficult transition from school to adult life. Should you give your consent, you have the right to withdraw your permission at any time during the course of the study. Also, all information from the study will be treated with absolute confidentiality. If you have any questions during or after the study, please call me at (717) 393-5030

Once again, please sign and return the attached consent form in the envelope provided at your earliest convenience.

Sincerely
Thomas J. Neuville

Thomas J. Neuville, Doctoral Candidate
School of Education

APPENDIX H

Human Research Project Form

COLORADO STATE UNIVERSITY
Human Research Project Form

1. **PROJECT TITLE:** What Are The Main Concerns of Students With Disabilities As They Transition From Secondary Schools To Adult Life?

Maximum 90 Characters

2. **PRINCIPLE INVESTIGATOR:** Jean Lehmann, Ph.D.

DEPARTMENT: School of Education

PHONE NUMBER: 970.491.5169

Principle investigator (PI) must be a faculty member at Colorado State University even if the project is to be completed by a student or faculty affiliate or if the project is to be administered off-campus.

3. **CO-INVESTIGATOR:** Thomas J. Neuville

DEPARTMENT: School of Education

PHONE NUMBER: 717.393.5030

The co-investigator (Co-PI), if there is one, may be a student, other faculty, or faculty affiliate. Physicians and other professionals associated with the project may be listed as Co-PI's. If off-campus expertise is utilized, identify that person's qualifications.

4. **FUNDING AGENCY:** N/A

DEADLINE:

If this project is the subject of a grant proposal, the agency and the deadline for submission to the funding agency must be listed.

5. **PROJECT START DATE:** 2/1/97

PROJECT END DATE: 6/1/97

Self-explanatory. No contact may be made with subjects until final approval is received from the Human Research Committee.

6. **OBJECTIVES OF PROPOSED RESEARCH:** provide a description of the objectives of the proposed research. This information is used in assessing the risk/benefit ratio for subjects. The purposes may be listed as the hypotheses to be tested.

1. To discover the main concerns students with disabilities have relating to the educational environment that transitions students with disabilities from school to adult life.

2. To develop a grounded theory regarding the impact the school environment has on the identified main concerns.

7. **DESCRIPTION OF HUMAN SUBJECTS:** The number, age range and gender of the subjects must be identified. Indicate whether the subjects are employees or students of Colorado State University. Describe any special characteristics of the subjects, such as disease conditions, congenital dysfunctions, behavioral abnormalities and so forth. The method by which subjects are to be solicited must be indicated. Letters of agreement and/or approval from an institutional review board must be submitted from groups or agencies where subjects are being sought. These approvals should be included as an appendix to the project to speed consideration. If subjects are to be contacted initially by mail, newspaper advertisement, or posting flyers, the letter of introduction to the study, newspaper advertisement, or posting flyers should be attached as an appendix.

This project is taking a grounded theory approach. That is the theory will emerge from the observations and informal interviews conducted on sight. The environment of the educational setting is the main source both for understanding the main concerns of students and assessing the impacts on the students. Informal interviews will be conducted in each setting. These interviews will be founded on information observed during the data collection. Approximately 15 students with disabilities (eligible for special education) in each school will be interviewed. Prior to interviewing the consent form will be explained, read and signed. Should a student not be her / his own guardian the parent will be contacted to attain consent.

8. **DESCRIBE THE RESEARCH INCLUDING PROCEDURES TO BE FOLLOWED**

WITH SUBJECTS: Attach a description of the research and procedures. Identify variables to be measured within the scope of the study, including the technique(s) used to measure those variables. Delineate actual tests on humans including type and frequency of tests. Specify any equipment such as hyperbaric chamber, EEG, etc. If a questionnaire

is to be used, include a copy and describe the qualifications of those people who will administer it. In studies where sensitive topics are addressed which may cause the subject psychological distress, indicate provisions for the resolution of that distress in the form of counseling, who the counselors are, and their qualifications. A letter of agreement to serve as a counselor for the study should be attached to the proposal. Studies involving stress, either physical or psychological, should indicate the protocol to be used and factors leading to the cessation of testing. If biological samples are to be taken, give details of the methodology and the qualifications of those taking samples. Indicate the process for debriefing subjects, who will debrief and his/her qualifications.

Unstructured interviewing and participant observation are the main sources of data collection. The environment students are in (classroom, unstructured school time, community school activities) will be observed and field notes created. The researcher may also review school records to identify the students school activities. The student, their teachers and parents may be asked to participate in informal and unstructured interviews. These interviews are a result of a possible need to clarify any observations.

9. **WILL BLOOD OR OTHER BIOLOGICAL SAMPLES BE TAKEN?** Yes ___ No **X**
___ If yes, the institutional Biosafety Committee must approve the procedures. To apply for approval, file the application for Recombinant DNA and/or Infectious Microorganism (plant or animal) Projects. This application may be submitted with your Human Research Project Form.

10. **DESCRIBE AND ASSESS ANY POTENTIAL RISKS:** Risks to the subject in the form of physical injury, psychological trauma, or of a social or legal nature should be addressed. If methods of research create potential risks, describe other methods, if any, that were considered and why they will not be used. While not all risks can be accounted for, it is the responsibility of the PI to identify such risks as may be presented by participating in this study. Methods of handling risks should be identified. It is important that full disclosure of risks be presented for an adequate review of the study. If the committee determines that significant risks exist which are not addressed, further consideration will be delayed until addressed by the PI. If there appear to be no risks, insert the statement "no known risks." The attached Procedure/Risk List (attachment 1) illustrates the risks for some research routinely conducted. The risks listed in this section must be stated in the consent form.

There are **NO KNOWN RISKS** associated with this research.

11. **ASSESS THE POTENTIAL BENEFITS TO BE GAINED:** Benefits to be derived by the subject from participating in the proposed study should be listed. Also society-at-large. Use additional page if necessary.

There are **NO KNOWN BENEFITS** resulting from this research for the subjects.

12. **DESCRIBE CONSENT PROCEDURES TO BE FOLLOWED. INCLUDING HOW AND WHEN INFORMED CONSENT WILL BE OBTAINED.** Before being included in the study, each subject must be informed of the procedures to be followed, the risks associated with participating in the study, and the benefits to be expected. The manner in which these details are explained to potential subjects must be specified. See attachment 2 for basic elements of informed consent.

When a student emerges as a potential interviewee the researcher will use school records to determine if the student is his/her own guardian. If the student is her/his own guardian the researcher will request an interview, go over the "Consent for Student Participation" (see attached) form and ask if the student is willing to sign and participate. If the student is not his/her own guardian the researcher will contact the parent, go over the "Consent for Student Participation" and ask both the parent and the student if they are willing to sign and participate. No interviews will be conducted without a signed participation form.

Each class room or school setting used for observation will be selected with the assistance of the school representative (see attached letters of support). Each teacher will be contacted by the researcher, given the "consent for teacher participation" form (see attached) and asked if they are willing to participate and sign the form. No school setting will be observed or used for the study without prior consent from the teacher involved.

When a consent form is needed (see attachment 3 for example) it must be submitted before the project will be considered. You may use any appropriate format for this form, including a letter, as long as the information delineated in the attached sample is included. The form you submit should be a copy of the actual one you intend to use. **IT MUST**

BE WRITTEN IN SUCH A WAY THAT THE PROSPECTIVE SUBJECTS (OR THEIR GUARDIANS) CAN UNDERSTAND IT. If subjects will receive remuneration for participation or will be video taped or audio taped, that information must be disclosed. Disposition of the tapes at the end of the study must be divulged. A signed copy of the consent form must be given to the subject for his/her records and the PI must retain a copy in his/her files for a period of three years after completion of the study.

If only an innocuous, anonymous, voluntary questionnaire is to be completed, then a consent form is not necessary since the return of the questionnaire implies consent. In this case, a letter which encompasses all the information on the sample consent form must be sent or given to the subject. However, it is NOT necessary to include the section on financial obligation, the second paragraph under participation or a signature block for subjects.

13. **DESCRIBE THE CONFIDENTIALITY SAFEGUARDS:** Methods to protect the confidentiality of subjects must be indicated. Reports generated from the research are not allowed to reveal the identity of individuals or the specific date from a given person.

The identity of all research participants will remain confidential and will not be used in any research reports. Codes will be used in place of names on all documents to further protect confidentiality.

Audio tapes of interviews will be kept in a secure location to prevent their being listened to by anyone other than the researcher and transcribers. Tapes will be destroyed at the completion of the project. Transcripts and instruments will be coded using numbers to further protect participants.

14. **LOCATION OF RESEARCH PROJECT:** If the data will be collected on the Colorado State University campus, identify the building where the activity will occur. If the information is to be gathered elsewhere describe those locations. If any agency office or other specific office is to be used, a letter of agreement to participate must be included which demonstrates that the person responsible for location is familiar with the protocols to be used and is in agreement with the purpose(s) of the study.

Research Site	Contact
North High School, Denver, CO	Jean Lehmann, Ph.D, Colorado State University. 970.491.5169
Camphill Special School, Beaver Run Glenmoore, PA	Jean Lehmann, Ph.D, Colorado State University. 970.491.5169

I certify that the preceding information is an accurate description of the research to be conducted using human subjects.

Principle Investigator Date
Jean Lehmann, Ph.D

I understand that my signature certifies that I have read and approve of this research.

Department Head Date

APPENDIX I

Resume & Vitae

Thomas J. Neuville

Facilitating Growth & Health With People & Organizations □ Non-Profit - Government - Corporate

Expertise

Educating
Facilitating
Organizing
Strategizing
Participatory Action
Self Organizing -Group
Processes
Information Synthesis

Education

Colorado State University
Ph. D. Education & Social
Change

University of Phoenix
MBA - 1987

University of Wisconsin
BSW - 1974

Client Highlights

McDonald's
King Soopers
Denver Public Schools
Visiting Nurse Assoc. Of Amer.
Colorado Dept. of Education
Univ. of Northern Colorado
Keystone Service Systems
United Cerebral Palsy
State of Pennsylvania
American Dynamics
Frontier Airlines
Denver ARC
U.S. WEST

Affiliations

Independent Community
Consultants
Metropolitan ARC
Association for Community Living
Arapahoe/Colorado
Camp Hill Association of North
America

Profile

- Proven ability to provide effective counsel at the senior executive and management level.
- Demonstrated skill in developing and implementing productive work and community teams through conflict resolution, dialogue processes, and community action development.
- Expertise in discovering, developing, and implementing leading edge methods for practical and citizen based service application.
- Track record of success in building cooperative coalitions among professionals, community, and government leaders.

Professional Background

Elephant Rock Educ & Planning, Cornwall, PA 1991 to Present
INDEPENDENT EDUCATOR, FACILITATOR & STRATEGIST

- Effectively perform as counsel to senior management to clarify mission and move organizations to collective action.
- Serve as interim CEO during organizational reorganization & transition.
- Develop and implement innovative systems to resolve conflict and develop consensus.
- Establish streamlined fiscal management systems, resulting in improved budgetary processes and significant client savings.
- Design and deliver constructive educational programs resulting in healthier communities and more democratic systems.

Assistant Professor

1999 to present

Millersville University

□ *Professor of Special education*

Adjunct Professor

1991 to 1997

UNIVERSITY OF PHOENIX

- Instruct Strategic Planning, Project Management, and Theory & Issues of Education & Facilitation courses.
- COLORADO STATE UNIVERSITY
- Instruct Multicultural & Diversity in Classroom
 - Perform qualitative research for the School of Occupational and Educational Services
 - Course work in Social & System Change and Staff Development

Commonwealth Institute, Harrisburg, PA 1988 to 1991

PRESIDENT & EXECUTIVE DIRECTOR

- Established a broad-based coalition among board, facilitating transformation to premier educational institute in region.
 - Developed and delivered incubator processes for start-up businesses, positively impacting the business community.
 - Significantly increased community cooperation, awareness, and collaborative efforts among diverse groups.

654 Aspen Ln. Lebanon, PA 17042-9070 □ (717) 279-8413

Previous Background

Career Dimensions Foundation, Denver, CO
FOUNDER & DIRECTOR

1986 to 1988

- ☐ Established organization, which successfully placed individuals with disabilities.
- ☐ Identified and secured private funding sources on a national scope.
- ☐ Designed effective communities for transitioning students into the work place.

Colorado Division of Rehabilitation
SENIOR CONSULTANT & EMPLOYMENT SPECIALIST

1978 to 1986

- ☐ Developed separate marketing arm for Employee Service Program which placed over 750 employees in the first year to clients including: Hewlett-Packard, United States Postal Service, EG&G, Samsonite, Keebler, AT&T, Western Electric, and United Airlines In-Flight Services.
- ☐ Designed and delivered diversity training to a wide range of corporate clients, resulting in increased understanding and effective communication.

Accomplishments & Recognition

- Graduate ☐ Denver Community Leadership Forum
- Distinguished Service Award ☐ Goodwill Industries
- Leadership & Community Service Award ☐ Association for Community Living
- Appointee ☐ Commissioner of Denver Mayor's Commission for People with Disabilities, 1986 to 1988
- Development of "Best Valued Community" concept and processes for regionally prominent non-profit agency.
- Special Needs Career Awareness Committee ☐ The Boy Scouts of America

Educational Expertise

- Developing Community Organizations Through Grassroots Development
- Strengthening Organizational Ecology Through Character Organization
- Discovering Common Ground Through the Future Search Conference
- Living, Thriving & Profiting from the Expectation of Change
- Building Strong Communities With Powerful Citizens
- Evolving Leadership By Way of Self Determined People
- Asset Based Community Development

What Customers Say

A>Your scope of knowledge, depth of values, and philosophy of group learning, far exceeds and transcends our desired outcomes≡

"You have allowed laughter, fun and quality work to once again enter this building≡

A>You guided us to an understanding of what it means to do it right.
And we are renewed not overwhelmed≡

AA powerful and inspiring facilitator and speaker≡

"Thomas is an insightful joy to listen to≡

654 Aspen Ln. Lebanon, PA 17042-9070 ☐ (717) 279-8413

THOMAS J. NEUVILLE

654 Aspen Lane
Lebanon, PA 17042-9070
717-279-8413

VITAE

INDEPENDENT EDUCATOR, FACILITATOR, ORGANIZER AND STRATEGIST -

May 1991 to Present

- **Interim Executive Director for The Resource Exchange (a Metropolitan Community Center Board) [Sept. 94 - May 95].**
- **Contracted as the Executive Director of a metropolitan Independent Living Center and a multi-million dollar Community Center Board.**
- **Directed the strategic process to move toward a more innovative, consumer responsive organization.**
- **Facilitated the reorganization process of the services provided to reflect consumer control.**
- **Authored and oversaw the authoring of more than \$400,000.00 worth of grants.**

Resulted in a redirecting of the Board and organization through strategic planning and refocusing the corporate purpose. The emphasis is now on an agency which is customer centered and controlled. I also engineered the hiring of three Executive Directors. My involvement also resulted in the creation of a more precise accounting of actual service costs. During this period I brought in over \$70,000.00 in grant money.

Resulted in the development of a "voucher" system. This service system gives vouchers to customers who can purchase equipment or services at vendors of their choice. This also resulted in the establishment of a bartering bank. Bartering is based on skills, talents, etc offered by customers to each other. The computer program used tracks the skills available in the pool and "banks" hours contributed.

- Created 200 workshops and educational events for over 5000 human service employees.

This has resulted in services being "person centered". People receiving services receive assistance identifying gifts, talents and desires. Services are than based on a persons capacities and supports are given when required. Typical services are based on deficiencies and continuum of service which seldom result in the realization of personal goals.

Also resulted in organizations considering the true effects of services on peoples lives. Often this consciousness raising experience redesigns the focus of quality in human services.

One series of workshops has resulted in individuals considering their personal highest order values, developing personal guiding principles and merging them with the corporate purpose for value coherency.

The strengthening of corporate culture has resulted from the development of a series of workshops about community and culture. The established values and purpose of an agency is being passed on to new employees and renewed in long term employees which has resulted in a commitment of people receiving services becoming participating citizens in all respects.

- Acted as counsel to the CEO of Keystones Residence Inc., Harrisburg, PA, a seventeen million dollar organization.

Is resulting in a CEO who continually reflects on leadership abilities, personal affects on her organization and is more responsive and proactive.

- Facilitated the strategic planning process for numerous educational organizations and adult service organizations.

Is resulting in organizations being more focused on their long term goals and objectives and approach organizational development with the effective use of group process.

UNIVERSITY OF PHOENIX -

- Instructor in Business school for students receiving a Masters in Business Administration and a Masters in Organizational Management, teaching Strategic Management and Project Management.

- Instructor in the school of Education for Issues in Adult Education, Facilitation, Theories of Education, and Introduction to Education.

Results in future leaders understanding the objectives of the subject and the use of reflective learning as well as the role of process.

METROPOLITAN STATE COLLEGE -

- **Instructor for Introduction to Human Services and Introduction to Developmental Disabilities.**

Results in students understanding that being a traditional "helper" is limiting to the person who receives services. Reciprocity in each relationship and moving systems to a support role as opposed to a central role are a few of the new professionals tools.

COLORADO STATE UNIVERSITY -

- **Adjunct Faculty in the Department of education**

COMMONWEALTH INSTITUTE -

April 1988 to May 1991

- **President and Executive Director of a national value based educational Institute.**

Resulted in the establishment of over 100 workshops and seminars serving over 7000 people and designed to heighten awareness as to the role of the service provider in the lives of people that are devalued and marginalized in society.

Resulted in the creation of innovative services around the state. Brought together the innovators and the funders to discover common ground. Brought together people receiving services and the state agencies funding services which has resulted in standards of service being authored by people with developmental disabilities and currently being instituted as part of doing business.

Resulted in building a coalition of community members external to the service system for mutual support and participation.

- **Established a fiscal management system.**

Which immediately resulted in an extension of funds totaling \$375,000.00 from a major funder for three years. This also resulted in flowing of funds to grass root groups while recording an annual profit of \$40,000.00.

- **Facilitated Board retreats and Strategic Planning sessions.**

- **Contracted with over 50 agencies to facilitate an organizational change as they move toward more community oriented individually based support services.**

Introduced to the PA human service community the usefulness of considering corporate guiding principles to assure quality and include in the operations people who are receiving services. This also resulted in the use of specific goals and objectives which are in line with higher order values and safeguard the corporate guiding principles. The outcome of this activity has been an average of a 400% increase in membership in associations by people receiving services who had previously lived and worked in segregated / institutional settings.

- Speaker at over 100 national and statewide conferences on the ethical responsibility of non-profit corporations.
- Built a broad based coalition dedicated to creating better life experiences for persons with Disabilities.

Resulted in the establishment of programs based on citizen action or citizens helping citizens. This gives the service provider a critical but not central role.

- Authored a grant which resulted in a \$290,000.00 contract.

Assured the work of the Institute for another four years. Allowed for the formation of grass root groups which quadrupled the efforts from 25 workshops to 100 workshops annually for the purpose of building effective and efficient human service organizations. This lowered the cost per training hour by 50%.

CAREER DIMENSIONS FOUNDATION -

December 1986 to March 1988

- Founded a non profit corporation for the provision of employment related services to both potential employees and employers.

Pioneered the action of a service provider as a capacity builder of both the individual requiring employment as well as the potential employer. This resulted in the ability to employ 100% of the people served.

- Built a national Board of Directors.
- Facilitated corporate tax exempt status.

Resulted in an organization with a mix of business, political and not for profit representation from around the nation. This credibility opened many doors for people with disabilities to gain employment.

- Consulted with the McDonald's Corporation for the training of 500 employees to be able to be co-workers and supervisors with people with disabilities.

Resulted in a corporate policy that discovers the skills of each employee and uses those skills in profitable ways. This is a divergence from earlier mandates which held that employees had to fit the established system or not be employed. This was accomplished while improving the sales to cost ratios used to evaluate each store.

- Consulted with Denver Public Schools for transitioning students with severe disabilities.

Resulted in a curriculum that is more functional than academic. For students who are of limited intellectual capacity and preparing for work after graduation this process increased employment. The group known as the 100% group used this process to employ every student referred.

COLORADO DIVISION OF REHABILITATION -
September 1978 to December 1986

- **Provided technical assistance to 25 statewide vocational training corporations for the establishment of state of the art rehabilitation methods.**

Resulted in vocational service providers converting from congregated and segregated sheltered workshops to job coaching models applied in the actual place of employment.

- **Facilitated 25 state wide training sessions on; marketing, Supported Employment, community organizing, coalition building, image enhancement through proactive programming, use of the media, goal and objective writing, fund development, volunteer management, and other related issues.**

Resulted in organizations establishing goals and objectives which resulted in public private partnerships to employ people with developmental disabilities. When businesses began to be in the partnership of employing previously unemployed people over 700 positions were made available during the first year.

- **Co-Authored, with a team of five, a successful grant for 2.5 million dollars.**

Resulted in the establishment of the Rocky Mountain Resource and Training Institute (RMRTI). RMRTI is the recognized consulting expert in the state of Colorado in relation to vocational, recreational and residential services that assist people with disabilities living, working and playing in their communities.

- **Founded and operated the marketing program for the Colorado Division of Rehabilitation.**

Resulted in the establishment of the Employer Services Program. An arm of the Colorado Division of Rehabilitation designed to serve employers as they improve human resource practices. This resulted in many partnerships which resulted in the offering of over 700 positions per year for people with disabilities.

- **Established the "McJobs" training program for the McDonalds corporation in the state of Colorado.**

Resulted in a corporate training program for students with disabilities. This resulted in 60 students per year having the opportunity to work or continue on through the management training programs.

- **Attained media coverage in the print and television arenas for the image enhancement of the Colorado Division of Rehabilitation.**

This resulted in the willingness of corporations to sign agreements with the division to employ people with disabilities. It also resulted in the willingness of state government to fund new programs. Over 50 articles appeared in the "Rocky Mountain News", "The Denver Post", the "Boulder Daily Camera" and the "Colorado Business Journal".

- Secured 100 working agreements with Denver area businesses for the employment of persons with disabilities.
- Facilitated the placement of students with disabilities in employment situations. This process includes both the education and preparation of the employer as well as the employee.

Resulted in clear understandings of how the new employee may develop as well as how the employer may develop. Employers signed on for this service to gain credible employees and to take advantage of my services and knowledge concerning training employees, creating co-worker mentors and relating to time and motion for improved production outcomes.

S&T ENTERPRISES -

June 1979 to July 1984

- Administrated and Co-owned a residential training program for 30 persons with Developmental Disabilities.

Resulted in people who lived at the home becoming active participants in their neighborhood and town. All people held community positions, belonged to neighborhood churches, joined community associations or became part of neighborhood life.

- Developed a property management division of the company in order to increase revenues.

Resulted in a 30% increase of revenues as well as the development of apartments for people with developmental disabilities to live in as they moved out of the group home. The partnership held assets of over \$250,000.00 due to this division.

- Operated a stand up restaurant division which contributed \$40,000.00 to the budget.

A \$40,000.00 income, assets of \$100,000.00 and positions for people who had been previously unemployed resulted from this effort.

- Facilitated the creation of a non facility based independent living program. This was accomplished through the establishment of a grass roots coalition of community support.

Resulted in supports being offered to people with developmental disabilities by neighbors, friends, fellow club members and other non-paid sources. The economic impact of this was a doubling of resources, the human impact was an increase of 500% in terms of peoples activities and connections to neighbors.

- Advocated for the appropriate laws, rules and regulations governing residential services which would allow the quality leadership this type of operation could provide.

Resulted in people being able to choose where to live and who to live with. In one situation a couple with developmental disabilities was finally allowed to get married and receive services. This had been disallowed by state regulation.

ELKINS INSTITUTE -

September 1977 to September 1978

- **Directed a vocational school for electronic technology.**

Resulted in a recognized and trusted source of radio broadcasters for the western United States. 100 students per year gained employment in the industry.

- **Developed a marketing plan that increased enrollment by 100% within one year.**
- **Increased school profits by 200%.**

Resulted in an increase of school profits of 200% which outpaced all projections. This also resulted in the educating of 25 people with disabilities who then gained first time access to the broadcast industry through placement efforts I instituted.

LARADON INDUSTRIES -

March 1976 to September 1977

- **Coordinated the vocational training of 65 individuals who are Developmentally Disabled.**

Resulted in a newly organized system which increased individual salaries by 150% and developed skills in people who had been labeled as unable to learn.

- **Established a production system encompassing material flow and time and motion considerations which increased productivity and profits.**
- **Created the training procedures used for several years.**

Resulted in an increase of production, a first time show of profitability, a standard set for the rest of the company and a virtual end to disruptive or other non productive work behavior on the part of the individual trainees.

AFFILIATIONS

INDEPENDENT COMMUNITY CONSULTANTS -

An international consulting group from Hampton Arkansas.

April 1988 - Present

- **Contracted as the strategic planning specialist and the facilitator for the development of community.**

METROPOLITAN ARC -

January 1983 - January 1987

Board Member 1983 - 1984

Vice President 1984 - 1987

- **Chaired the operating committee for a 3.5 million dollar retail thrift store.**

Resulted in an increase of profits from \$450,000.00/yr to 1.5 mil/yr. This money is distributed to local grass root advocacy groups and has resulted in a powerful political voice by people with developmental disabilities and their parents within the state of Colorado.

- **Used diagnostic skills to attain resolution among multi-faceted board and constituency.**

Resulted in the end of local chapter bickering regarding profit distribution. A collaborative effort to achieve corporate goals emerged.

- **Established Association goals and objectives.**
- **Established a volunteer program that is now worth \$100,000.00 annually.**

ASSOCIATION FOR COMMUNITY LIVING ARAPAHOE -

September 1979 - 1995

Board member 1979 - 1982

Vice President 1982 - 1984

President 1985 - 1986

Board member 1993 - 1995

- **Reorganized Board structure for the purpose of increase grass roots control.**

Resulted in revitalizing the organization as power and influence is now shared at a broader base.

- **Increased fund development successes 200%.**

- Directed successful advocacy campaigns on the state and local levels.

Resulted in stopping the building of a large segregated facility for people with developmental disabilities and the formation of the most successful employment effort in the state of Colorado.

- Chaired Governmental affairs committee responsible for writing and passage of new legislation.

Resulted in the increased influence of agencies providing service to people with developmental disabilities by people with developmental disabilities.

- Resolved conflict through the identification of the underlying causes and the selection of the specific resolution strategies.

Resulted in a unified association with the power to organize grass roots efforts to influence governmental regulation.

- Built strong coalitions to accomplish association goals.

DENVER MAYORS COMMISSION FOR PEOPLE WITH DISABILITIES - January 1986 - April 1988

Vice Chair 1987

- Advocated for a systems change within the personnel department of the City. This has resulted in a quality hiring methodology supported by the Mayor.
- This position is appointed by the Mayor and ratified by the City Council.

EDUCATION

UNIVERSITY OF WISCONSIN

BSW AUGUST 1974

UNIVERSITY OF PHOENIX

MBA NOVEMBER 1987

COLORADO STATE UNIVERSITY

Candidate for PH.D. EDUCATION, Special Needs & Social Change

HIGHER EDUCATION COURSES TAUGHT**Millersville University, Millersville, PA**

SPED 212; Psychological effects of Students With Disabilities.

SPED 313; Psychological effects of Students with retardation.

SPED 601: Psychological effects of Students With Disabilities.

University of Phoenix at Denver:

EDU 540; Advanced Learning Theories .

EDU 551; Facilitative Skills in Adult Education.

EDU 555; Issues in Education.

MGT 535; Strategic Planning.

MGT 570; Project Management.

MGT 549; Strategic Formulation and implementation.

Metropolitan State College:

HSW 468; Supervisory Techniques for Health Care.

HSW 390; Section 1; Living With Loss - The Grieving process.

HSW 390; Section 2; Living With Loss - The Transition Process.

HSW 390; Section 3; Living With Loss - The Aging Process.

HSW 101; Introduction to Human Services.

HSW 111; Introduction to Developmental Disabilities.

Colorado State University:

ED 428; Exceptionality, Diversity and Human Relations.

ED 551; Multi-Cultural and Special Populations.

SELECTED WORKSHOPS, SEMINARS AND FACILITATED EVENTS**1998:**

A Day of Thoughtful Discovery and Selecting Habits That Energize.

Serving Powerful Communities.

An Event About Service (develops knowledge regarding service and teaches topic research methods).

Nonviolent community building and conflict resolution.

Youth With Disabilities as Community Leaders.

Establishing Inclusion as a Means to Community Building.

1997:

Connecting Youth in Transition to Their Community.

An Event About Service (develops knowledge regarding service and teaches topic research methods).

Asset Based Community Development.

An Event About Leadership (develops knowledge regarding leadership and teaches topic research methods).

Nonviolent community building and conflict resolution.

Corporate Culture and the Impact on Students and Consumers.

Future Planning for Students in Transition.

Processes of Social Devaluation and the Strategies to Overcome Them.

Using Facilitation as a Means of Leading.

Creating an Organizational Ecology.

1996:

Executive Coaching as a Means Toward Elegant organizations.

Collaboration; Characteristics, Qualities, and Individual Actions.

SELECTED WORKSHOPS, SEMINARS AND FACILITATED EVENTS**1996: cont**

Qualitative Research as a Method of Class Instruction.

Value Based Action Approach to Adult education.

Creating an Organizational Ecology.

Whole Systems Planning.

Frustrations, Worries and Other Gifts of Strong Leadership.

Merging Groups By Imagining The Future.

Determining Your Organizational Nature And Defining Means of Strength.

The Role of Agency vs The Role of Association.

1995:

Running Effective Meetings.

Identifying Support in School, Work, & Play.

Rethinking Your Contribution to Your Team.

Encouraging Creativity.

Processes of Devaluation and Strategies to Overcome Them II.

Establishing Inclusion as a Means to Community Building.

Assessing Your Workgroup For Team Strength.

Using The Future Search Process For Planning.

Creating Services Within Established Communities.

Planning Alternative Tomorrows With Hope.

An Event About Service (An adult educational process about human services)

Processes of Devaluation and Strategies to Overcome Them.

Building Organizational Purpose.

SELECTED WORKSHOPS, SEMINARS AND FACILITATED EVENTS**1995: cont**

Core Values and Strategic direction.

Building Community as a method of service provision.

Special Education - What Are Your Rights and What Are Your responsibilities?

Whole Person / Whole Community: Doing More With More (Keynote TN)

Generating Robustness as People With Great Talents and Severe Labels Make Contributions.

Best Part of Me.

Discovering the Purpose and Values of a Family Support Program.

Understanding the Wounds of Our Most Vulnerable People as a Foundation of Individual Planning.

Robustness as a Critical Variable in the Lives of People with Disabilities

Social Role Valorization

Impact of a Community Centered Board on the Lives of People With Developmental Disabilities.

1994:

The Future of Human Services.

Respite Care - a Community Organizing Event.

Vision and Values.

Social Role Valorization in Reflective Form.

Looking to the Future for the Design of a Whole State System.

Management Leadership; What is Going on and How Must I Personally Grow?

Racism and the Human Service System

Wounds of People with Severe Disabilities

Social Role Valorization and the Relevance to Services for People with brain Injuries.

People First Organizing gathering.

PUBLICATIONS

● **Supported Employment Training Project, "Planning and Administration", Interdisciplinary Human Development Institute, University of Kentucky, 1990.**

● **"The Partnership", Commonwealth Institute, Harrisburg, PA. 1989.**

● **"Transitioning The Student From School To Work, a Training Manual", Colorado Dept. of Education, 1987.**

● **"Integration, Understanding the Complexities or Rubber Stamp Models", Avant Garde, Rocky mountain Resource and Training Institute, 1989.**

● **"Hurry - Up", Choices, Denver Center For Independent Living, 1991.**

● **"The Oxen", Choices, Denver Center For Independent Living, 1991.**

● **"Inclusion / Person Centered Planning: A Facilitated Discussion" Includes: "Assumptions for the Evolution of Unique, Spirit Enhancing and Continually Evolving Paradigms", "Hurry up", "Integration, Understanding the Complexities or Creating Rubber Stamp Models", and "Seeking the Well Being of Spirit".**

● **"Special Education and Enlightened Reform", Submitted to The Harvard Educational Review, 6/96.**

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