The Journal of Court, Community, and Alternative Schools
Spring 1997, Volume 9

"I am convinced that it is of primordial importance to learn more every year than the year before. After all, what is education but a process by which a person begins to learn how to learn?"

Peter Ustinov
Dear Me (1977)

In This Issue...

A Publication of the **Juvenile Court, Community, and Alternative Schools Administrators of California**

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FEATURES

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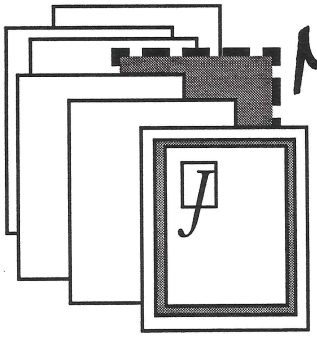

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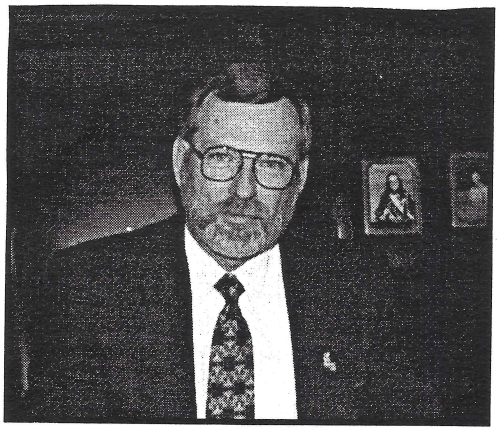

The President's Message

Ken P. Taylor
Kern County

The 1996-97 term as president of JCCSAC continues to be a pleasure. There are many things happening, and most of them are good for JCCSAC, court and community schools, and the young men and women we serve.

We have seen a continuing evolution of JCCSAC into an organization that serves not only court and community schools, but also other forms of alternative education that include pregnant minor programs, home schooling programs, charter schools, and others. About a decade ago, the organization evolved from one that served court school students (JCSAC - Juvenile Court School Administrators of California) to one that included community school students (JCCSAC). Just as the organization evolved into the JCCSAC we have become so accustomed to over recent years, it has now moved into a new era.

Last month, the membership overwhelmingly approved a new constitution that, among other things, changes the name of the organization to JCCASAC (Juvenile Court, Community, and Alternative Schools Administrators of California).

The executive board approved the bylaws necessary to correspond to this new constitution on March 21. These changes will become operational on the first day of the state conference in May of this year. This is a great opportunity to formally welcome these county operated alternative educators to the organization.

"This year we will be taking one more giant step..."

In the past four years JCCSAC has made outstanding progress in the area of statewide inclusion, coordination and communication. This year we will be taking one more giant step in this area through the introduction of the JCCASAC Homepage on the Internet. This will be a powerful resource that will give all counties, including the smaller counties, a source of information that is tailored to the issues close to court, community and alternative schools.

I would like to extend a special thank you to ***Phil Scrivano*** *from Kern County for his efforts on making the JCCASAC Homepage a reality.*

As legislation and related activity begins to surface for the 1997 legislative year, we once again find the JCCSAC Legislative Task Force confronting the issues and providing the kind of leadership that our superintendents and assistant superintendents have come to expect from JCCSAC. This year's legislation appears to center around new potential programs and services that can enhance the programs we currently provide. We see some new audit guidelines for community schools that would be good for counties to review as they continue to fine tune programs.

I look forward to our state conference this May. It's always a great opportunity to share, meet new friends with common interests, and grow. It will be nice to pass on the presidency to Mick Founts from San Joaquin County. His energy and enthusiasm will be great for the organization. ■

Juvenile Court, Community, and Alternative Schools Administrators of California

An Invitation for Membership

Juvenile Court, Community, and Alternative Schools Administrators of California (JCCASAC) is an organization that provides leadership, inservice, direction and information to administrative personnel involved in juvenile court, community, and alternative school education programs. JCCASAC functions as a support system to these professionals by providing activities, projects, and service in the following areas: Instructional Program, Staff Development, Evaluation, Legislation, Special Funding, Personnel Procedures, Communications, Networking, Inter-Agency Coordination, Pupil Personnel Service Research and Management Development. JCCASAC serves as a committee to the California County Superintendents Educational Services Association (CCSESA).

Members of JCCASAC enjoy the following Benefits:

- Directory of JCCASAC Members
- Newsletter
- *The Journal of Court, Community, and Alternative Schools*
- Materials exchange
- Adminstrative Resource Manual (available for a small printing fee)
- Northern and Southern section meeting notices
- Information regarding state conference
- Professional growth and support activities
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We invite you to fill out the application below and become a member of JCCASAC.

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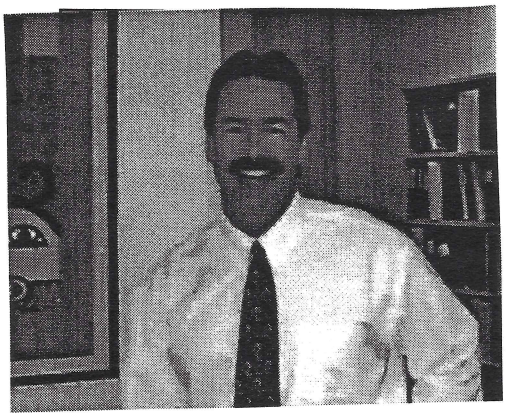


Thoughts from the President-Elect

Mick Founts
San Joaquin County

The future of the nation is on the shoulders of teachers and how they teach kids;
the future of the world is in the classroom where the teachers are.
And if we have any chance to guarantee a positive bridge to the 21st century, it is how we educate the children in the classrooms today.

Richard Green, Chancellor of New York City Schools
Ebony, August 1988

I had the pleasure of speaking to a group of educators on a recent Saturday. My topic of discussion was to be about alternative education options within the California school system. It was quite amazing how many alternative options we currently have within our system...I had never really listed all of them out, or really been called on to discuss them all. The group to whom I was speaking had a vast amount of knowledge about some of the options; I also knew about many of the alternatives, after-all I was the speaker and was supposed to know. The point of my talk, however, was really not to simply summarize California's educational alternatives, but rather to take another opportunity to describe my view of what schools might look like if our goal is truly to educate all children.

We currently have "traditional schools," continuation schools, opportunity classes and programs, home schools, necessary small schools, regional occupation programs and classes, adult education schools, private schools, charter schools, non-public schools, home and hospital programs, the independent study strategy (often confused as a program in itself), community schools, court schools, community day schools, day centers, vocational education programs, pregnant and parenting programs, and undoubtedly a hundred other schools or programs that I have not mentioned.

It seems that in our attempt to include everyone in school, we have somehow developed a system that divides, separates, and excludes youth who need to connect, attach, and become a part of, not apart from, a world filled with diversity. Somehow we have all been a part of developing a system that accepts student failure, student mediocrity, and student apathy much more readily than what we tolerate in the manufacturing of an automobile.

If we indeed "have any chance to guarantee a positive bridge to the 21st century" and if it is indeed linked to how we educate our children, then we may have cause to be concerned. We currently place students who act differently, learn differently, and need different kinds of help in educational settings that are often times isolated and separate; we currently place adults who act differently, learn differently and need different kinds of help in neighborhoods and facilities that are isolated and separate. We currently accept student failure and mediocrity, failing ourselves to recognize that learning is a process and the only product is one completed with evidence of excellence. We often have a "one strike" policy in respect to youth who make poor choices, where we as adults are often given numerous chances to learn from our mistakes. If we as educators are building that bridge to the 21st century, we might want to be a bit more clear as to what we want that century to look like, and build an educational bridge that will hold all of our children, together, as one. ■

RISK FACTORS FOR VIOLENCE AND SCHOOL FAILURE

By **Deborah B. Prothrow-Stith, M.D. and Sher Quaday**

While there is no formula for predicting violent behavior, experts in criminal justice and psychology cite a variety of experiences in early life that can lead to violence – experiences primarily centered on the family and the community in which a child is raised: neglect, abuse, inconsistent parenting, a violent neighbohood and family members who engage in violence themselves. [1]

Harvard University researchers Felton Earls and Stephen Buka suggest that, even though there are gaps in research because of the multiple factors contributing to violence, early predictors of violence should be considered when planning interventions. These include characteristics of children such as: low IQ, poor verbal skills, attention deficit disorder, poor motor skill development, head injury, prenatal and perinatal complications, and antisocial behavior and problems. Characteristics of families that can lead to delinquency or violence include: family criminal behavior, poor marital relations, certain parenting practices and parental absence. [2]

One documented risk factor for violence and associated school failure is poverty. Poverty – which is dramatic among children in the United States and on the rise in inner cities, suburbs and rural areas alike – exacerbates family difficulties by creating extreme stress and simultaneously cutting off the family from common support mechanisms. A number of studies have pointed out the link between poverty, behavioral problems and difficulty in school. A recent study by researchers at Vanderbilt, Auburn and Indiana Universities reported in Child Development observed several violence-related characteristics in low income families that can cause behavior or learning problems in school. Children in the low income families studied:

- were more likely to receive harsh discipline in their homes;
- observed more violence than their peers;
- received less cognitive stimulation in the home; and
- received less warmth from their mothers because of her increased stress, isolation

and lack of social supports.[3]

Regardless of income or social status, certain parenting practices also appear to promote subsequent violence among adolescents. For example, inadequate discipline, use of corporal punishment, excessive exposure to media violence and the presence of guns in the home all increase the likelihood of injury or death due to violence. The general fear of violence in vulnerable communities causes parents and children to become increasingly isolated from the community, a situation that may eventually contribute to the risk of violence.

Ron Slaby, a Senior Research Associate at the Education Development Center, Inc. (EDC) in Newton, Massachusetts and lecturer at Harvard University's Graduate School of Education, has discovered in his research that adolescents who are at highest risk for violence have attitudes and behavior patterns that increase the likelihood that they will become involved in violent incidents with people they know. They perceive situations to be of potential conflict more readily than their peers, and see fewer options for resolving conflict peacefully.[4] The research of Slaby and colleagues at EDC suggests that the roles of victims, bystanders and perpetrators are closely linked. The "he said, she said" rumor-spreading scenarios played out daily in schools are often precursors to

One third of young people who had been charged with murder had alcohol or drug problems

At the age of 15, Garland Hampton of Milwaukee, WI, was sent to jail to await trial for murder. Garland's family history is checked with violence. When he was nine,, Garland saw his mother shoot and kill her boyfriend after he slammed her into a radiator during an argument over money. He never met his father, who walked out before he was born to his 16 year-old mother. He and his six siblings were taken away from their mother because of her drug use and allegations of abuse and neglect. When Garland was ten, his grandmother - nicknamed "Shotgun Mama" - took him to the basement to show him how to handle a pistol. She bragged about having killed several people in her 67 years. Growing up, Garland had seen neighbors and strangers stabbed, hit with shovels, kicked, beaten, pistol-whipped, robbed, shot, arrested, drunk, overdosed on drugs, strangled, and zipped into body bags. One of Garland's teachers said, "Garland had a lot of potential. He's caring and smart. All he ever needed was some love and a chance to get out of his environment." Garland says he got more love on the street from his gang than at home. He says he shot his friend Donnell twice in the head in self-defense, after they argued over $100. "I don't want people feeling sorry for me," he says, "but I really ain't had nothing good happen to me. I guess I been scared all my life."

"When the Family Heirloom is Homicide" *New York Times*, December 12, 1994

physical violence.[5] Exposure to alcohol and other drug addiction has also been shown to increase the risk of violent behavior among adolescents. One study showed that one third of young people who had been charged with murder had alcohol or drug problems. They were likely to have grown up in families with parents who had a history of alcoholism or drug abuse and other psychiatric problems. For some of these young people, murder was the last in a long series of criminal acts. For others, it was an impulsive reaction to a family argument. In about half the cases, drinking alcohol before the murder occurred.[6]

SCHOOL-BASED SOLUTIONS

The truth is that a child who is exposed to violence must struggle to learn and schools must help them do so. Schools can play an important role in nurturing our most vulnerable children: those who have witnessed violence and those who are prone to act-out violently or cause disruption in the classroom.

School administrators must build coalitions of community groups to ensure that meaningful, long-term, and multi-faceted approaches are implemented to bring about peaceful schools and safe communities. Educators and health care providers must work together, so the children who bring problems to school can get the physical and mental health care they need, and the children who are treated for the effects of abuse or violence can get the extra attention and services they need in school.

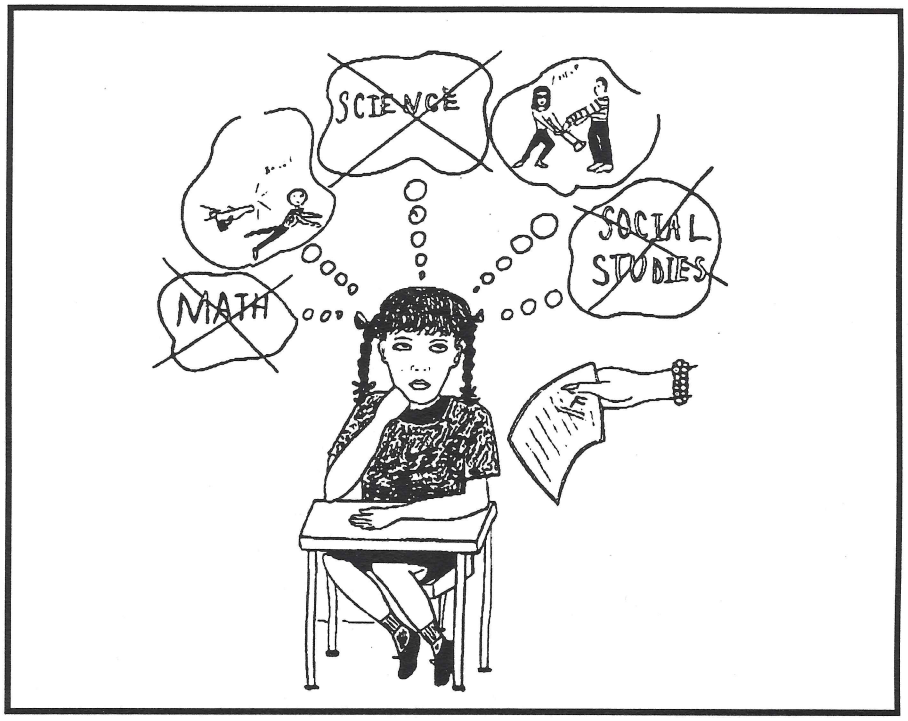
Schools, Families and Communities

The interdependence between the family and community is obvious, yet in public policy debates and program develoment, they are often treated singularly, or set against each other. The "family values" political debate tends to ignore the dependence of families on their community, particularly on schools, and the connection between the two. Our neglect of the problem of violence does have a consequence to society.

Schools can be powerful forces for change, for preserving the hopes and opportunities of the children they educate, and for supporting the families in their communities. Traditional approaches to dealing with violence in schools include: expelling students, installing metal detectors, and calling on the juvenile justice system when all else fails. These approaches are reactive, expensive and often fail to prevent further violence. When used for prevention and not just intervention, schools can be a critical component in a broad comprehensive effort to pre-

Elizabeth Simpson is the director of the Prevention and Life Skills Program (PALS) in East Oakland, California. She tells the story of an 11 year-old girl named Tiffany who came to school and told her teacher she had seen her cousin shot and killed in front of her house the night before. The PALS staff saw Tiffany that day and learned that three other children had also seen the shooting, and knew the man who did it. The staff saw the other children as well. They were all terrified that the man was going to come back and shoot them and their families because he knew they saw him commit the murder. The children's families had forbidden them to talk to police because they feared retaliation. Tiffany desperately needed to talk to someone because she knew her brother had a gun and was planning revenge. Says Simpson, "Our crisis intervention helped those children cope with their fears, and helped the family prevent another murder."[7]

While developing the publication *Hidden Casualties* by the authors Dr. Prothrow-Stith and Sher Quaday, the National Health & Education Consortium (NHEC) and the National Consortium for African American Children, Inc. (NCAAC, Inc.) sponsored an art contest at the Anne Beers Elementary School in Washington,DC on the topic of violence and its relation to learning. Students were asked to depict how violence impacts their lives and education in their own words and images. The winning entries – including the top prize winner by **Ashley D. Ouvre** whose artwork is shown here – were selected as illustrations for this report; they speak directly to the fears and realities experienced by our chil-



Ashley D. Oubre, *Anne Beers Elementary School,* Washington D.C.

vent violence through prevention education. This is an area of increasing activity.

Schools from all around the county have employed innovative strategies to help families develop skills and a sense of community. These schools

Schools can be an anchor, a focus for community organizing, a safe haven, and a place for children to learn skills that prevent violence.

tend to subscribe to the philosophy that successful families, used in the broadest sense, are critical to a community's survival in this time of dwindling social resources. They work to develop community/school partnerships that are dynamic, diverse and driven by theneeds of the families within. They provide parents with an active voice in school planning and policies. They may offer an array of programs such as after-school activities for children, adult education courses, family counseling services, recreational programs or job skills training. They become a vital hub of neighborhood activity and they work to prevent violence.

Parents, communities, educators and students must work together to create more favorable school climates where expectations for children are high and there is a commitment to providing a safe, supportive learning environment. It is schools like these that we can expect to provide the protective factor that traumatized children desperately need to nurture their talents and intellects.[8]

Learning as Violence Prevention

Learning itself is a vital tool for violence prevention. It has been shown that cognitive skills help prevent violence. Children develop cognitive skills while studying English, social studies, math and science. These skills help them reason their way through stressful and dangerous situations. Those with superior language skills and analytic abilities are less likely to use force to persuade and more likely to use creative and intellectual exercises to imagine and respect different points of view. They are also able to more clearly envision the consequences of certain actions and possess a greater repertoire of options to violent behavior.

Children who achieve in school learn analytical and language skills – skills that

could help them through dangerous and stressful stiuations and skills that favor words over force as a strategy to deal with conflict. Our must vulnerable students, those growing up in an atmosphere of violence, must be given extra attention through tutoring, nurturing, after-school programs and conflict resolution programs. Schools can be an anchor, a focus for community organizing, a safe haven, and a place for children to learn skills that prevent violence.

"The initial trauma of a young child may go underground but it will return to haunt us."

Psychiatrist
James Garbarino,
Family Life Development Center,
Cornell University

The basic charge to schools is to provide all children with an academically sound education in an environment that is safe and conducive to learning. In addition, there is perhaps no better place than schools to house and nurture community coalitions to improve the quality of life for families. Schools that are responsive to community needs and respectful of cultural differences provide a natural environment and an existing resource for multi-disciplinary programs. It is a place where diverse groups of children and parents can congregate and promote community interests, a place to gain practice and experience getting along with others. ■

About the Authors

DR. DEBORAH PROTHROW-STITH is Assistant Dean for Government and Community Programs at the Harvard School of Public Health. She has recently been appointed Professor for a new initiative, Public Health Practice at the School, and she is the director of the Harvard Injury Control Center's Violence Prevention Program. Dr. Prothrow-Stith developed and wrote the first violence prevention curriculum for schools and communities, entitled *Violence Curriculum Prevention for Adolescents*, and co-wrote *Deadly Consequences*, the first book to present the public health perspective on violence to a mass audience. She received her MD from Harvard Medical School and BS from Spelman College.

SHER QUADAY is the Director of Violence Prevention Programs for the Public Health Practice Initiative. She is responsible for over-all project development and management of violence prevention projects and has co-authored numerous publications with Dr. Prothrow-Stith. She is currently authoring the forthcoming *Peace by Piece: A Guide for Preventing Community Violence*. She received her BA in journalism from the University of North Dakota.

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Student Success & Insights

Honoring the successes and opinions of our students. Original material submitted by court, community, and alternative school students as an expression of their personal focus on contemporary issues impacting the educational experience.

Proper English Should Be Focus of Ebonics

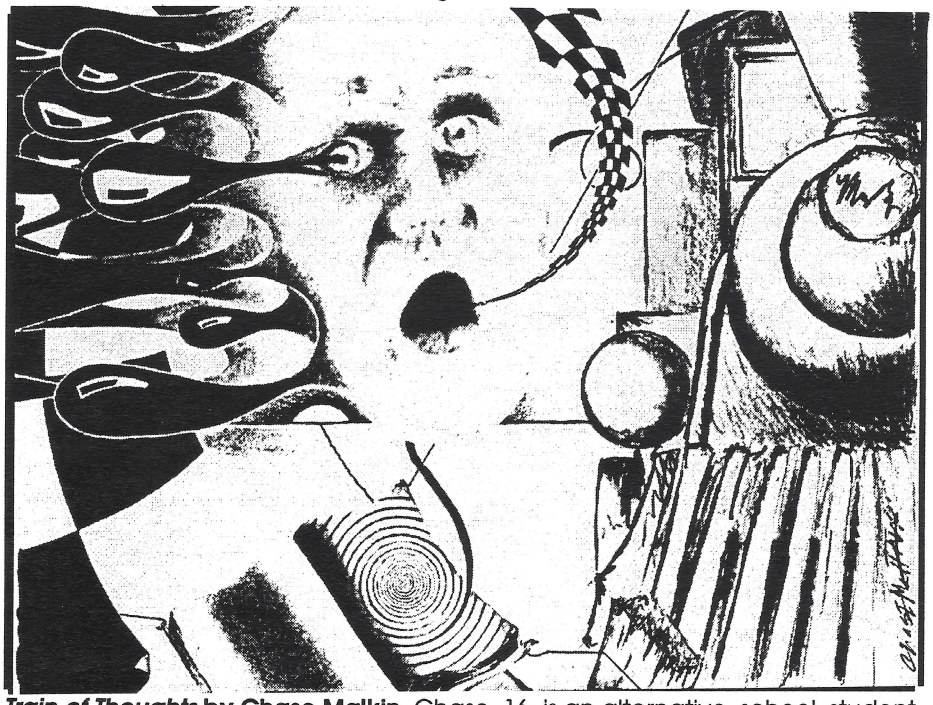
By **Brian Johnson II**

Being a 17-year old black male and still in the school system, I would like to give my opinion on the Ebonics issue. Enhancement of academic English skills in African-American students should not be a national debate and controversial issue.

Ebonics should be put into action in predominately black schools to aid and show African-Americans the standard way to speak English. The primary function of Ebonics should be to point out the incorrect way of speaking English, not to be viewed as a broken dialect regularly used among blacks. School committees should consider the following: if black students are having problems speaking standard English, students should be taught in an environment not racially mixed, so that they may feel more comfortable in their surroundings in learning the proper way to speak English.

Also, there should not be any problem in educating students about where this "language" originally came from. Lastly, I am very upset at the people in our country making most issues racial ones, also causing controversy between the people of America. ■

BRIAN JOHNSON II is a community school student at Chaffey North Community School in San Bernardino County



***Train of Thoughts* by Chase Malkin.** Chase, 16, is an alternative school student at the Horizon School in Tustin , Orange County.

The Journal

wishes to recognize the accomplishments of our students as well as hear their editorial opinions.

We encourage our readers to submit noteworthy contributions for consideration.

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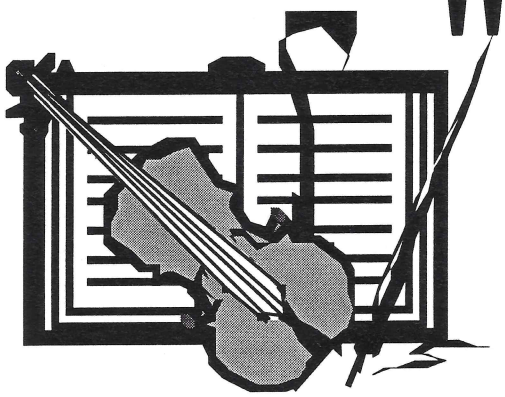


Waldorf Appoach Offers Hope in

By **Arline Monks**

The audience was unusually silent as two fifteen year-old boys began a Mozart duet on their recorder. For months they had worked diligently on learning to play the instruments and to read music. Now it was June, the last day of school, Parents Day, and forty-five people including classmates, teachers and members of the county school board were listening attentively. When they finished playing, their classmates cheered, and the boys even clapped for themselves.

"It was a miracle," said Ruth Mikkelsen, principal of the T.E. Mathews Community School and the Carden Court School in Marysville, California. Both boys had been expelled from public schools for violent acts, constant failure in class and refusal to follow directions. "But their music lessons were rigorous, unfailing and involved following many directions," she said. "They had never in their lives worked so hard at anything."

T.E. Mathews Community School is a school for twelve-to-eighteen year-olds who have been court ordered to attend. Some have committed serious crimes. Some are hardened criminals despite their young age. The Carden Court School is in Juvenile Hall, a lock-up facility. Both schools are in Yuba County, which has one of the highest percentages of people sentenced to prison per capita in California, and the third highest crime rate in the nation.

Parents Day at Mathews culminated nine months of an exciting experiment – the application of Waldorf methods and curricula in the two schools – and reflected the success of a growing partnership with Rudolf Steiner College.

The experiment began in September,1993, when head teacher Evy Arcuri returned to her classroom at T.E. Mathews after taking a two week summer institute for public school

Schools for Juvenile Offenders

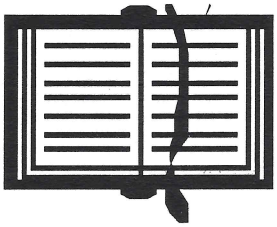
teachers called *The Waldorf Approach Applied in the Public School Classroom* at Rudolf Steiner College.

Evy was enthusiastic and determined. In the two weeks of classes at the College she had learned many new things – to draw, to tell stories, and especially, how to integrate the arts into academic lessons. She had learned about main lessons, making main lesson books, and how to develop concentration and math skills through movement. Armed with a whole repertoire of songs, poems and new ideas, she intended to bring as much as she could to her 38 students. Venturing into new teaching territory with skills recently acquired meant taking risks. But if she couldn't take risks, how could she ask her students to do so?

She remembers telling her first story – a short fable. It was greeted by cynical sneers. "My heart sank, but I continued on, determined to finish. About half way through their faces began to relax and I knew I had them."

Evy's enthusiasm was contagious and "Waldorfing" began at T.E. Mathews. When Sacramento's largest school district contracted with Rudolf Steiner College to offer a Waldorf staff development course for its teachers the following fall, and made it available to teachers from other

"About half way through, their faces began to relax and I knew I had them."



districts, Ruth Mikkelsen enrolled herself and three teachers. From November, 1993, to May, 1994, they attended classes on two Tuesday afternoons and one Saturday each month. "The Waldorf course first had a remarkable and dramatic effect on my teachers," the principal said, "and then on the students."

Among the many things being adapted from the Waldorf methodology and curriculum for the special needs of the students at these schools, storytelling is among the most powerful. Presenting lessons orally – through story – reaches and engages those with learning disabilities and minimal reading skills. Although students are of mixed grade levels (seven-to-twelve), many are reading below third grade level and have a history of school failure. But when lessons are given through the story approach, students can remember with great accuracy and begin to forge a positive connection with learning and with school.

At Juvenile Hall, former head teacher Carol Holtz tells of the effect of oral delivery of the lesson on her students. "First thing each day," she said, "they would ask if I were going to tell a story. Sometimes I had to remind myself of their ages. When I did tell a story, there was total attention. One boy who was scheduled for a morning court appearance asked his probation officer if he could go first so he would be back in time

for the story."

Carol reports that immersion in the spoken word through stories and poetry has influenced students' capacity to write. "Before I had my Waldorf classes and started storytelling, I couldn't get them to write more than a paragraph. Now they are writing pages and even creating their own stories." The probation officer adds that some of the boys have asked to have their sentences extended so they won't have to leave the school.

Principal Mikkelsen also points to the impact of the music program. "Students who couldn't focus on their work for more than two minutes at a time worked for 30 minutes practicing on the recorder. They continually asked to practice music during detention and lunch hour. Music lessons also taught cooperation and helped dissolve the polarization of gang culture so rampant among these young people. After all, how can you hate someone with whom you've just played a Mozart duet?"

When Ruth Mikkelsen took over as principal of the two schools in 1989, she was well-prepared. She had twelve years as a teacher in the Bi-County Juvenile Hall behind her, along with three years of teaching experience in the Yuba County Jail. She admits that since earning administrative and teaching credentials and completing her M.A. in Special Education at California State University Sacramento, she has sought out the most difficult children, "the kids everyone has given up on."

Seven years ago when she started at T.E. Mathews, it was a school urgently in need of change. "There was no clear curriculum focus. The absentee rate was astronomical. Kids were angry and violent, and local police were complaining about the frequent visits to restore order."

"After all, how can you hate someone with whom you've just played a Mozart duet?"

Ruth began aggressively pursuing solutions and assembling a stellar staff. She chose teachers who were creative, organized and courageous, and accompanied them to numerous workshops and inservices in search of new approaches. She also challenged them to develop new skills and capacities. Together, principal and teachers began to create a curriculum based on how children learn.

Waldorf education encountered at the Rudolf Steiner College summer institute in 1993, was one of the approaches to be explored. "Although we had made great strides developing a thematic curriculum that addressed multiple learning styles, something important was missing," she said, "Waldorf had the missing pieces. It brought a unifying vision. It touched the heart as well as the mind."

Other Waldorf pluses? The staff notes the uplifting current of morality that pervades the curriculum; the extensive use of physical involvement in learning; the use of ennobling tales, poems, and biographies to stimulate imagination; and the way that Waldorf has long incorporated what have now become the latest teaching strategies involving learning: child development, brain research, and the use of art and music in the classroom.

The success with Waldorf approaches in the first year prompted Ruth Mikkelsen to send her teaching staff to Rudolf Steiner College's Summer Institutes for the last three years. It has also kindled enthusiasm for the next step – a partnership project between Rudolf Steiner College and the Yuba County Court and Community Schools to develop a Waldorf-based model program for highly at-risk delinquent youth that can be replicated in

California schools and across the nation.

A start-up grant has been received and additional funding is being sought for the project which includes teacher training and on-site classroom supervision as well as program and curriculum development. Principal Ruth Mikkelsen is co-directing the project with Betty Staley from Rudolf Steiner college. Nel Noddings, author and Professor of Education at Stanford University, will supervise a consultant research team for an evaluative study of the program.

Last spring Ruth Mikkelsen was given special recognition at the annual School of Education awards dinner at California State University Sacramento for introducing Waldorf educational techniques at the two Yuba county schools "to teach students who have gotten into trouble and who often come from troubled homes."

Soon after they began testing Waldorf methods in their classrooms, teachers Evy Arcuri and Carol Holtz attended a committee meeting of the California legislature focusing on violence prevention and the impact of arts programs in prisons and juvenile detention facilities. They were prepared to testify about the success of what they were doing and came bearing student work, main lesson books, drawings and paintings, as well as many stories.

"...There are days when groups of three or four students are singing the songs we have taught as they file out to other classes, happily singing rather than swearing, shoving or verbally abusing each other."

"...his drawings are always his best work."

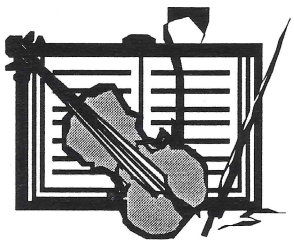
"... One young man who had much difficulty with both reading and writing always finishes his main lesson book for Humanities class and can repeat verbatim any story told during the class. He takes pride in his main lesson book and his drawings are always his best work."

" ... Boys in rival gangs are practicing recorder duets together. When one falters, the other patiently points out the mistake and then they continue."

In written testimony to Senator Henry Mello, who chaired the legislative committee, Evy Arcuri wrote of her students: "Often their lives make it difficult for them to retain the beauty we introduce to them during the school day. It is my hope that late at night, if they are afraid or angry or running the streets ready to commit a criminal act, the words they have learned or the beautiful images they create in my class might creep into their heads and steady them, stay their hands, soothe them, carry them to a better place, or give them hope." ■

About the Author

ARLINE MONKS has been a Program Coordinator at Rudolf Steiner College for twelve years. She served for five years as Administrator and Coordinator of *The Waldorf Approach Applied in the Public School* programs in conjunction with the Sacramento County Office of Education, Sacramento City Unified School District and other school districts. In 1992 and 1993 she was coordinator of the *Transforming Education* seminars at the Crocker Art Museum in collaboration with Sacramento County Office of Education. In addition to her extensive background in education, Arline Monks spent two years as a reporter for the *Los Angeles Times*.



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Associate Superintendent
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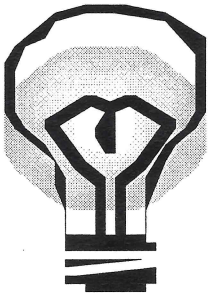

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Area of Concentration:

Name of Program:

Contact:
Name(s) & Phone

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Special Recognition
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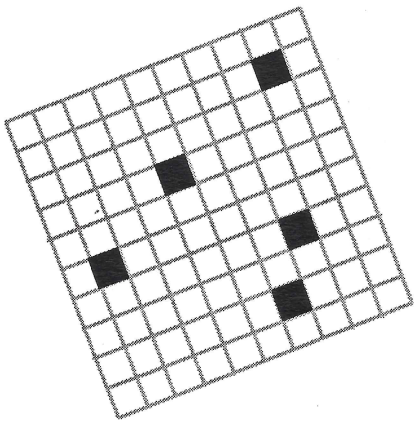


PREVALENCE OF LEARNING DISABILITIES IN A POPULATION OF SEVERE DELINQUENTS

by Stephen B. Simpson and Dr. James M. Swanson

While there is widespread agreement among public officials, practitioners, and researchers on the disproportionately high percentage of learning disabilities (LD) among incarcerated youth,[1] there is no consensus on the precise dimensions of the problem.[2] Based on psychometric test findings, the prevalence of LD among incarcerated youth has ranged from 6% to over 62%.[3] This variability in the prevalence of LD in the juvenile delinquent (JD) population has been attributed to problems conceptually and operationally defining LD.[4] Efforts to synthesize the research findings on the prevalence of LD among delinquent youth have been attempted,[5] but the resulting meta-analysis fails to address the impact varying conceptual and operational definitions of LD have on prevalence rate. The present study addresses this gap in research by investigating the prevalence of LD in a JD population using two well established conceptual and operational definitions of LD.

...both definitions presume a central nervous system dysfunction underlie the learning problem.

While a number of conceptual definitions have been proposed for LD,[6] a general consensus among researchers, professionals and practitioners has not been reached.[7] In a survey of state directors of special education, Mercer et al. (1990) found the LD definition most frequently used to determine eligibility for special education services was the 1977 U.S. Office of Education (USOE) definition under Public Law 94-142.[8]

A competing definition that has broad support from professional groups was proposed by the National Joint Committee for Learning Disabilities (NJCLD) in 1981.[9] Both definitions of LD describe a condition of abnormal difficulty learning basic academic skills that is not primarily the result of limited ability; sensory or motor impairment; emotional disturbance; or social, cultural or environmental disadvantage. And both definitions presume a central nervous system dysfunction underlie the learning prob-

1. Morgan, 1979; Rutherford et al., 1987; Keilitz and Dunivant, 1987; Murphy, 1986; Larson, 1988; Dishion et al., 1984; Meltzer et al., 1986.
2. Institute on Mental Disability and the Law, 1987.
3. Lenz et al., 1980; Wilgosh and Paitich, 1982; Fleener, 1987.
4. Jacobsen, 1983.

"The results of this study show that the conceptual definitions of LD used in the study had relatively little influence on the number of adolescents found to have a severe discrepancy between mental ability and academic achievement. On the other hand, how those definitions were operationalized had a significant impact ..."

lem. The USOE and NJLD definitions primarily differ in that the OSOE definition implies that a deficit in "one or more of the basic psychological processes" is necessary to establish evidence for a learning disability, while the NJLD definition does not make this assumption. The present study will conceptually define LD using both the USOE and NJLD definitions.

While conceptual definitions of LD have laid the framework for what LD is and is not, operational definitions of LD provide the specific criteria for differential diagnosis and identification. Differential diagnosis of LD from mild mental retardation requires that a discrepancy in normal academic achievement be significantly greater than what would be predicted by mental ability alone.[10]

In addition, Federal regulations for identification of a specific learning disability require a severe discrepancy between academic achievement and mental ability.[11]

Teachers have been found to be an excellent referral source for identifying adolescents with learning problems.

The term "severe discrepancy" is generally interpreted among educators using one of two approaches.[12] In the first approach, academic scores and mental ability (IQ) scores on a student are converted to standard scores with a mean of 100 and a standard deviation of 15.[13] Using this standard score procedure, evidence for a severe discrepancy between academic achievement and mental ability is found when achievement falls one to two standard deviations below mental ability. This assumes the same relationship (regression) between IQ and achievement across different levels of IQ.

In the second approach, a severe discrepancy between academic achievement and mental ability is measured utilizing a regression formula. Reynolds (1990) reviewed procedures for assessing a severe discrepancy between achievement and mental ability and noted that using standard

5. Institute on Mental Disability and the Law, 1987.
6. Kirk and Gallagher, 1979; Wiederholt, 1974; Hammill et al., 1988.
7. Kavale and Forness, 1985; Algozzine, el al., 1995.
8. U.S. Office of Education, 1977.
9. Hammill et al. 198110. Kavale et al., 1987 and Kavale 1995.

scores alone fails to consider the effect of a different relationship between tests of mental ability and academic achievement for high and low IQ scores. Statistically, as mental ability scores deviate from the mean, achievement scores will tend to regress toward the mean.[14] The magnitude of the regression toward the mean depends on the strength of the correlation between the mental ability test and the achievement test.[15] The magnitude of the regression toward the mean would make it easier for individuals who scored high on a mental ability test to be identified with LD than it would be for individuals who scored low on the mental ability test. Using a discrepancy between standard scores as the sole criteria for determining LD would result in over identification of higher mental functioning individuals and under identification of lower mental functioning individuals.[16] This would have particular implications for assessing the prevalence of LD in the juvenile delinquent population where an extensive body of research points to a disproportionately high percentage of lower mental functioning individuals.[17] Regression formulas attempt to statistically correct for this bias. The present study will operationally define LD using both a standard score procedure and a regression analysis procedure to determine a severe discrepancy between achievement and mental ability. The size of the discrepancy between

The primary criteria for determining LD was a severe discrepancy between mental ability (IQ) and academic achievement.

academic achievement and mental ability necessary to constitute LD has been interpreted by educators and researchers in a variety of ways. Typically, discrepancies ranging from one to two standard deviations are required in most states to meet the LD criteria for a severe discrepancy.[18] The size of the discrepancy selected to constitute LD will have a direct impact on the prevalence of LD found in a population. For the purpose of this study a middle ground was chosen and a discrepancy of 1.5 standard deviations was used to define a severe discrepancy.

An extensive review of the literature by the Institute of Mental Disability and the Law (1987) as well as a current review of the literature failed to find any studies that used a regression analysis procedure to identify LD in a JD population. To investigate the prevalence of LD in a JD population, the present study will assess the impact of using the USOE and NJLD conceptual definitions of LD and the standard score and regression analysis procedure to operationally define LD.

METHOD

Subjects

Subjects were selected from a population of 55 adolescents in a long term treatment program in a state juvenile detention facility. The adolescents were committed to the treatment

10. Kaavale et al., 1987 and Kavale 1995.
11. 34 CFR, Part 300, Section 541.
12. Mercer et al, 1990.
13. Reynolds, 1990.
14. Cone and Wilson, 1981.
15. Wilson and Cone, 1984.

program based on a history of at least five prior arrests and commitments. The adolescents in the treatment program were considered a high security risk and were provided a separate school program and living unit. The average length of stay for adolescents in the program was 158 days. They ranged in age from 15 to 18 years old, with the average being 17.4 years old. Ten of the adolescents (18%) in the program were female. Forty-six percent of the adolescents in the program were Hispanic, 42% were Caucasian, 6% were Asian, 4% were Black and 2% were from other ethnic groups.

Procedures

Teachers have been found to be an excellent referral source for identifying adolescents with learning problems.[19] The teachers in the school component of the treatment program were provided inservice training focused on identification of adolescents with developmental learning disorders. The teachers used a symptom checklist[20] to refer subjects for the study. The subjects referred to the study were screened for educational background and full English proficiency. The IDEA Oral Language Proficiency Test II was administered to subjects with a bi-lingual background to identify those who were not fully English proficient. Only subjects who were fully English proficient participated in the study and were tested for cognitive development, academic achievement and auditory, visual and motor processing deficits by a credentialed educational psychologist. Cognitive development was measured by the Wechsler Intelligence Scale for Children Revised (WISC-R) or the Wechsler Adult Intelligence Scale Revised (WAIS-R). Academic achievement in mathematics, reading recognition, reading comprehension, spelling and general information was measured by the Peabody Individual Achievement Test Revised.[21] The Wepman Auditory Discrimination Test, Second Edition[22] and the Developmental Test of Visual-Motor Integration[23] were administered to assess skills in auditory and visual-motor processing. School records were used to screen out subjects with poor school attendance in elementary school and a clear history of hearing, vision or other medical problems that might impact academic achievement. Adolescents with a Verbal, Performance and Full Scale IQ Score on the WISC-R or WAIS-R that was below 75 were screened out of the study.

All of the 13 adolescents identified as having LD using the standard score procedure were identified as having a psychological processing deficit...

The primary criteria for determining LD was a severe discrepancy between mental ability (IQ) and academic achievement. Two procedures were used to measure a severe discrepancy: standard

16. Evans, 1990; Reynolds, 1992.
17. Institute on Mental Disability and the Law, 1987; Murphy, 1986.
18. Mercer et al, 1990.
19. Simpson and Swanson, 1992.
20. Simpson and Johnson, 1992 .

score and regression analysis. In the standard score procedure, IQ and academic achievement scores were converted to standard scores with a mean of 100 and a standard deviation of 15. A severe discrepancy was defined as academic achievement falling at least 1.5 standard deviations (23 points) below Full, Verbal, or Performance Scale IQ.

The regression analysis procedure called for converting IQ and academic achievement scores into standard scores and factoring the correlation between the IQ and the achievement test into the discrepancy analysis.[24] The regression equation for expected academic achievement for a given IQ score was:

Expected Academic Achievement = r (IQ - 100) + 100

Where r is the correlation between the academic achievement test and the IQ test. A discrepancy between academic achievement and IQ was measured by the difference between expected and actual academic achievement divided by the standard error of measurement:

Standard Error of Measurement = SD 1 - (r)

Where SD equals the standard deviation of the academic achievement test. A severe discrepancy between academic achievement and IQ was defined as a difference score between expected and actual academic achievement of at least 1.5 standard error units. The correlations used between IQ scores and PIAT scores were: .61 for Full Scale Score, .61 for Verbal Scale Score, and .41 for Performance Scale Score .[25]

Deficits in basic psychological processes were assessed using the Wepman Auditory Discrimination Test (ADT), the Developmental Test of Visual-Motor Integration (DTVMI), and the Digit Span and Coding subtests on the WISC-R or WAIS-R. A scaled score below seven on the Digit Span subtest or three or more errors on the on the ADT was considered indicative of a deficit in auditory processing. An Age Equivalent score at or below 13 years old or three years below chronological age on the DTVMI or a scaled score below seven on the Coding subtest was considered indicative of a deficit in visual-motor processing.

RESULTS

Of the 55 adolescents in the treatment program, 35 were referred by teachers as having a suspected learning problem. Four subjects were dropped from the study: one because of limited English proficiency, one because of poor school attendance in elementary school and two because their Verbal, Performance, and Full Scale IQ Scores were below 75. The other 31 subjects were given the full test battery.

Table 1.

Using the standard score procedure, a student was labeled as having LD if academic achievement fell at least 1.5 standard deviations below Full, Verbal, or Performance Scale IQ score. Table 1. lists the number and percentage of adolescents labeled as having LD for each academic area and the total across academic areas for the standard score procedure. Using Full Scale and Verbal Scale IQ scores as the measures of mental ability in the standard score procedure, 9.1% and 5.5% of the popula-

21. Markwardt, 1989.
22. Wepman, 1987.
23. Berry and Buktenica, 1967.
24. Ferguson, 1966; Wilson and Cone , 1984; Braden and Weiss, 1988.
25. Sattler, 1988 and Kaufman, 1990.

TABLE 1.
Number and Percentage of Students with a Severe Discrepancy Between Ability and Achievement Using Direct Comparison Approach

	Reading Recognition	Reading Comprehension	Math	Spelling	Total
Full Scale IQ	4 7.2%	1 1.8%	1 1.8%	5 9.1%	5 9.1%
Verbal Scale IQ	1 1.8%	0 0%	0 0%	3 5.5%	3 5.5%
Performance Scale IQ	10 18.1%	8 14.5%	4 7.2%	13 23.6%	13 23.6%
Combination IQ	10 18.1%%	8 14.4%%	4 7.2%	13 23.6%	13 23.6%

N= 55

tion was identified as having LD. Using Performance Scale IQ scores as the measure of mental ability identified 23.6% of the population as having LD. This represents 2.6 times the number of adolescents identified with LD using Full Scale IQ scores and 4.3 times the number using Verbal Scale IQ scores as the measures of mental ability. The chi square test for correlated proportions and Yates' correction for small samples was used to determine if there was a significant difference in the number of adolescents identified as having LD using any one of the measures of mental ability. Performance Scale IQ scores as the measure of mental ability identified a significantly greater number of adolescents with LD than Full Scale IQ scores and Verbal Scale IQ scores. A combination of any of the three measures of mental ability identified the same number of adolescents as Performance Scale IQ scores identified as having LD.[26]

Table 2.

Using the regression analysis procedure, an adolescent was labeled as having LD if the difference score between predicted achievement due to regression and actual achievement is equal to or greater than 1.5 times the standard error of measurement (standard error of difference score). Table 2. lists the number and percentage of adolescents identified as having LD in each academic area and the total across all academic areas using the regression analysis procedure. More students (34.5% vs 25.4%) were identified as having LD using Performance Scale IQ scores than Verbal Scale IQ scores as the measure of mental ability. The difference in the number of adolescents identified as having

TABLE 2.
Number and Percentage of Students with a Severe Discrepancy Between Ability and Achievement Using Regression Analysis Approach

	Reading Recognition	Reading Comprehension	Math	Spelling	Total
Full Scale IQ	12 21.8%	9 16.4%	3 5.5%	17 31%	19 32.7%
Verbal Scale IQ	8 14.5%	5 5.5%	0 0%	13 23.6%	14 25.6%
Performance Scale IQ	13 23.6%	11 *20%	5 9.1%	18 32.7%	19 34.5%
Combination IQ	14 25.6%	11 20%	6 10.9%	20 36.3%	21 38.2%

N= 55

26. Guilford, 1965.
27. Sattler, 1988 and Kaufman, 1990.
28. Chalfant, 1984; Kavale, 1987a.
29. Evans, 1990.
30. Braden, 1987.

LD using these two measures of mental ability was significant. The number of adolescents identified as having LD using Performance Scale IQ scores or Full Scale IQ scores as the measure of mental ability were the same (34.5%). Using a combination of any of the three measures of mental ability identified 38.2% of the adolescents as having LD. This was not significantly different from the number adolescents identified LD using Full or Performance Scale IQ scores as the measure of mental ability.

TABLE 3.
Frequency of Students Identified LD or NON LD
Using Regression Analysis Approach and
Direct Comparison Approach

		Regression Analysis Approach NON LD	Regression Analysis Approach LD
Direct Comparison Approach	LD	0	13
	NON LD	34	8*

N = 55 * $x^2 = 6.13$ p>0.02

Table 3.

Table 3. is a four-cell contingency table of the frequencies of adolescents having LD and not having LD using the standard score procedure and the regression analysis procedure. The chi square test for correlated proportions and the Yates' correction for small samples was used to compare the number of students identified with LD with each procedure. The number of adolescents identified with LD was significantly greater for the regression analysis procedure.

Table 4.

Table 4. depicts the number and percentage of adolescents with LD and without a psychological processing deficit using the standard score procedure and the regression analysis procedure. All of the 13 adolescents identified as having LD using the standard score procedure were identified as having a psychological processing deficit, and 20 of the 21 adolescents identified as having LD using the regression analysis procedure were identified as having a psychological processing deficit. Using the chi square test for correlated proportions and the Yates' correction for small samples, the number of adolescents with LD who had a psychological processing deficit did not significantly differ from the total number of adolescents identified with LD. This was true for both the standard score procedure and the regression analysis procedure.

TABLE 4.
Frequency and Percentage of LD Adolescents
With and Without a Processing Deficit
Using Direct Comparison and
Regression Analysis Approach

	Processing Deficit	No Processing Deficit	Total
Direct Comparison Approach	13 100%	0	13
Regression Analysis Approach	20 95%	1 5%	21

N = 21

Table 5.

Table 5. depicts the correlation coefficients for IQ scores (Full, Verbal, and Performance Scale scores) and achievement

on the PIAT. The correlations were computed using the scores for the 31adolescents tested. The correlations between IQ scores and achievement scores were all moderately positive and ranged between .76 to .44. These correlations are similar to those found in the literature for non-delinquent populations.[27]

TABLE 5.
Correlation of IQ Scores with Achievement on the PIAT

PIAT Subtests	IQ Scores		
	FIQ	VIQ	PIQ
Reading Recognition	.72	.76	.54
Reading Comprehension	.62	.67	.46
Math	.74	.78	.55
Spelling	.61	.67	.44

N = 31

DISCUSSION

Making a diagnosis of LD in any population involves a mixture of objective data and clinical judgment. Determining that a severe discrepancy between mental ability and achievement exists is one of the primary steps toward making a diagnosis of LD. But a severe discrepancy between mental ability and achievement should never be used as the sole criteria for making a diagnosis of LD).[28] Typically, determining if a severe discrepancy exists serves as a standard diagnostic screening procedure. And as a diagnostic screening procedure the method used to determine a severe discrepancy should be free of any bias.[29] Of particular concern would be the screening out of adolescents who are LD (false negatives). A purpose of this study was to investigate the impact a procedure for measuring a severe discrepancy can have on the prevalence of LD in a JD population.

The results of the study clearly show that the procedure used to measure a severe discrepancy between mental ability and achievement can have a significant impact on the prevalence and identification of LD in a JD population (see Table 3.). A significantly greater number of adolescents ($p < 0.02$) were identified as having a severe discrepancy between mental ability and achievement using the regression analysis procedure (38.25%) than the standard score procedure (23.6%). The basic premise of the standard score procedure is that an individual's academic achievement scores should occupy the same relative position in the population as the individual's mental ability scores.[30] This basic premise is false. There is a strong body of evidence that academic achievement scores regress on mental ability scores.[31] As mental ability scores deviate from

A purpose of this study was to investigate the impact a procedure for measuring a severe discrepancy can have on the prevalence of LD in a JD population.

31. Braden, 1987; Wilson and Cone, 1984; and Reynolds, 1990
32. Andrew, 1982: Haynes and Bensch, 1981: Hays, Solway, and Schreiner, 1978: Lueger and Cadman, 1982: and Walsh and Beyer, 1986)
33. Ackerman, et al., 1995; Stanovich, 1989;Juel, 1988; Shure, et al., 1987; Shure, et al., 1989
34. Stanovich, 1989
35. Bryan, 1989

the mean, achievement scores will tend to regress toward the mean. Thus given the observation that measurement of mental ability in populations of incarcerated adolescents have generally found diminished ability, particularity in the area of verbal language abilities,[32] the regression of achievement scores toward the mean would reduce any discrepancy. Under these conditions, the standard score procedure would expected to underestimate the prevalence of LD in the population sampled.

The Institute on Mental Disability and the Law (1987) conducted a extensive review of the prevalence of LD in a JD population. Using a "meta-analytic" approach to systematically qualify and quantify research findings across studies, the prevalence of LD in a JD population was estimated to be 35.6%. This is quite close to the results found using a regression analysis procedure (38.25%) to measure a severe discrepancy. It seems clear from the data that a standard score procedure would be inappropriate to use in a JD population because it would screen out a significant number of individuals who meet initial criteria (severe discrepancy) for being diagnosed with LD.

Another question related to measuring a severe discrepancy is which measure or measures of mental ability should be used in determining a severe discrepancy. Using Verbal Scale IQ scores as the measure of mental ability (see Table 1.) identified the fewest number of adolescents as having a severe discrepancy (5.5% using the standard score procedure and 25.6% using the regression analysis procedure). A number of studies have found that adolescents who are poor readers typically have depressed language skills and that their poor reading skills become a barrier to language development . The impact poor reading has on language development will be reflected in lower Verbal IQ scores which would function to reduce the discrepancy between reading level and Verbal IQ . The use of Verbal Scale IQ scores would screen out a large number of adolescents who met initial criteria for being identified as having LD. Since Full Scale IQ scores are weighted equally between Verbal and Performance Scale IQ scores, Full Scale IQ scores have, to a lesser degree, the same drawback as Verbal Scale IQ [34] scores. Performance Scale IQ scores identified the largest number of adolescents with a severe discrepancy (see Table 2.). The use of any three of the measures of mental ability to measure a severe discrepancy had no effect using the standard score procedure and only slightly increased the number of adolescents identified using the regression analysis procedure. Using any of the three measures of mental ability to measure a severe discrepancy would be the safest approach of avoiding screening out adolescents (false negatives) who have LD.

In this population of severe juvenile delinquents, one in every 2.6 adolescents met primary criteria ... for having LD.

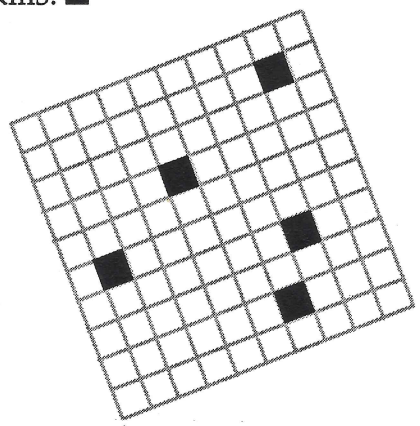
The impact of requiring evidence of a deficit in one or more of the basic psychological processes was slight (see Table 4.). Only one adolescent using the regression analysis procedure had a severe discrepancy and did not have a basic psychological processing deficit. But there are problems with the concept of "basic psychological processes" because it subsumes that there is a

current understanding of the psychological processes that underlie academic learning and that there are tools available to accurately measure these variables.[35] Since the role psychological processes play in academic learning is far from clear, to use it as a criteria for defining LD seems to add more problems to the definition than clarity.

The results of this study show that the conceptual definitions of LD used in the study had relatively little influence on the number of adolescents found to have a severe discrepancy between mental ability and academic achievement. On the other hand, how those definitions were operationalized had a significant impact on the number of adolescents identified as having a severe discrepancy and the prevalence of LD found in this population. The use of a regression analysis procedure to measure a severe discrepancy in a JD population is recommended to reduce the chances of an adolescent with LD being misdiagnosed as non-LD.

In this population of severe juvenile delinquents, one in every 2.6 adolescents met primary criteria (significant discrepancy between mental ability and academic achievement) for having LD. The question now becomes how well are the educationalprograms in correctional facilities meeting the needs of this large population of adolescents. Are teachers adequately trained to meet the needs of this population? In a pilot project using specially trained remedial reading teachers in a correctional setting, Simpson and Swanson (1992) were able to demonstrate the impact well trained teachers can have on significantly improving reading achievement and reducing recidivism in a JD population. The effectiveness of remedial education in a correctional setting is of particular importance because it is often the last opportunity many adolescents will have to improve their basic skills. ■

Are teachers adequately trained to meet the needs of this population?



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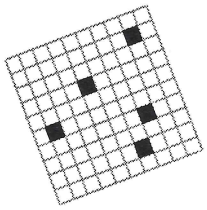

The Journal of Court, Community, and Alternative Schools

INNOVATIVE PROGRAM

XCEL - Court Schools

Fresno County Office of Education

POPULATION SERVED

Court School Students - Incarcerated 75 to 150 days
Ages 14-18, all grade levels

PROGRAM DESCRIPTION

The *EXCEL* class was designed in September 1996 for students who are incarcerated in our long term commitment program. *EXCEL* enhances the regular six course curriculum program normally provided to all students in Court Schools.

EXCEL focuses on improving reading, writing and math skills of students below grade level. Students are first interviewed by a group consisting of the School Coordinator, the School Psychologist, the Special Education Teacher, the classroom teacher and the aide to explain the program and gain a commitment from the candidates.

The maximum size of the class is 10, allowing for extensive one-on-one contact between the students and staff. The small size allows greater leverage to meet students' individual needs.

Major components of this program include:

- Five Macintosh 5200/75LC Computers
  - The Steck-Vaughn EDL Learning 100 software reading program
  - Various software and CD-ROMs
- Small class size allows for individual attention, coaching and stroking
- Focus of the class is on individual improvement of skills, while adhering to the school curriculum matrix

CONTACT PERSON

Tom Cassidy, *Coordinator* (209) 455-5318
Nick Hustedde, *Teacher* (209) 455-5089
Dr. Karen Carey, *School Psychologist* (209) 455-5319

ADDRESS

Court Schools • 744 S. Tenth Street • Fresno, CA • 93702

SUBMITTED BY

Tom Cassidy, *Coordinator*

The Journal of Court, Community, and Alternative Schools

INNOVATIVE PROGRAM

Interscholastic Team Sports

Kern County Court/Community/Charter Schools

POPULATION SERVED

At-risk youth, grades 7-12

PROGRAM DESCRIPTION

On January 7, 1996, a meeting was held to discuss the possibility of introducing an entirely new concept to our Court/Community/Charter School program - *Interscholastic Team Sports*. Although the concept is not foreign to alternative education, historically, it has been thought of as too risky, too expensive, and generally too frivolous for such a transient student population. At the same time, we wanted an activity to offer the students that promoted sportsmanship, teamwork and responsibility, while simultaneously enhancing self-esteem and a sense of pride in their school. As a result, the Division of Student Services in the Office of the Kern County Superintendent of Schools will officially embark upon an interscholastic sports program on April 17, 1997.

Our vision is centered around the development of an inter-scholastic sports program that is high interest, affordable, and available to all students. We want to give students an opportunity to participate in an activity previously believed to be available only at the district schools. Even if only on a much more limited scale, the activity lends itself to short seasons compared to the longer seasons enjoyed by the districts with a much more stable student population. After intense scrutiny and debate, the sport of choice appeared in the form of Table Tennis. This ever-so-popular sport satisfied all of our pre-determined criteria. It passed the affordability test and has had a resurgence of interest on the national level. Table Tennis can be enjoyed by all ages and abilities and has held a high level of interest in our detention settings for several years.

Following the initial order of equipment and uniforms, a major step was taken recently to further the development of the program. Steve Bruecker's services were retained to hold a coach's clinic. Steve, a physical educator from Escondido's Grant Middle School and an accomplished player, is considered to be one of the foremost authorities on table tennis in the U.S. He has developed and written the "Top-spin" curriculum and works in cooperation with Harvard Sports toward the positive promotion of the sport. Steve team-taught the clinic with Peter Bjurman, a former player with the Swedish National Team. Steve emphasized the fundamentals with a focus on sportsmanship, responsibility, and fun. It was attended by the four schools involved in match play; others interested were also welcome. A high level of quality instruction as well as an equal amount of fun serve as both encouragement and anticipation of a successful upcoming season.

CONTACT PERSON

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SUBMITTED BY

Don Burnard, *Program Coordinator*

The Journal of Court, Community, and Alternative Schools

INNOVATIVE PROGRAM

L.A. Dads

Los Angeles County

POPULATION SERVED

Male juveniles ages 14-18 who are in a fathering situation in the Los Angeles County Probation system.

PROGRAM DESCRIPTION

The L.A. County Office of Education has applied for, and is the recipient of, a grant to provide a parenting program for adjudicated male students who have parenting responsibilities. This new and exciting program called *L.A. Dads* is based on the California Youth Authority program called *Young Men as Fathers*.

L.A. Dads will provide an intensive parenting intervention program designed specifically for male juveniles ages 14-18 in the L.A. County Probation system. The project will serve 1, 664 male juveniles who are in fathering situations (those with a child, in a relationship with a woman who has a child, or the elder sibling of a young person with a child).

The project will be implemented in 23 locations: Eleven Probation Department Juvenile Camps, six private residential group placements for male juveniles, and six Community Education Centers operated by LACOE. All associated staff will receive appropriate training.

Each project site has a juvenile court school operated by LACOE where one classroom teacher will deliver the *Young Men as Fathers* curriculum as adapted for this 14-18 year-old population. All participants will be recruited based on a parenting assessment process and pre-tested on the curriculum content. The curriculum will be delivered in 24 one-hour segments covering a twelve week period. Teachers will employ a variety of instructional strategies based on individual learning needs and a cooperative learning model.

Particpants will be matched one-to-one with mentors from local community based organizations at the inception of their enrollment in parenting classes. Mentors will interact with participants for a minimum of one hour per week for six months, facilitating positive interaction with family members and providing on-going support.

A series of monthly special family activities will be organized at each site in each of 4 project cycles. In addition, one celebratory event will be provided for each project site in each cycle. The activities will be designed to reinforce what participant have learned in class and offer an opportunity for our young men and their families to participate in positive activities that foster good intergenerational relationships.

CONTACT PERSONS

Gerry Lopez, *Area Administrator* (310) 803-8206
Sol Henderson, *PSA, L.A. Dads Project* (818) 362-8333
Arlene Rosen, *TSA, L.A. Dads Project* (818) 362-8333

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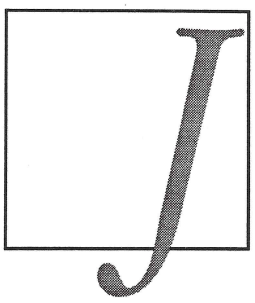
SUBMITTED BY **Gerry Lopez**, *Area Administrator*



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You are invited to share your innovative court, community, or alternative school program. Please submit completed form to:

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Name of Program: **County:**

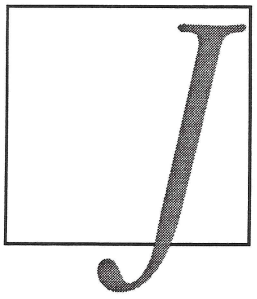
Contact Person(s) [Include name(s), phone number, address]:

Population Served [Include location(s), ages, grade levels, type of student]:

Program Description:

Submitted By: **Position:**

Address:
Phone Number:



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Book Title:

Author: **Publication Date:**

Publisher: **Cost:**

Summary of Content:

Evaluative Comments (Include value of book to those involved in court, community schools and alternative programs):

Reviewer's Name: **Position:**

Address:
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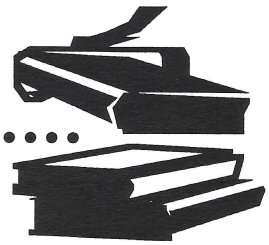
Book Reviews



ON THE SHOULDERS OF GIANTS

New Approaches to Numeracy

By Lynn Arthur Steen

National Academy Press, 1990

Reviewed By:
Gary Aston, *Assistant Principal*
Rio Contiguo School, Orange County Dept. of Ed.

The book title borrows from Isaac Newton's quote: "If I have seen further it is by standing on the shoulders of giants." He credited his foresight in developing calculus to the accumulated work of his predecessors. The author suggests that now is the time to teach mathematical concepts and explores how the concepts are used to appraise the flood of news and information we receive each day. The book consists of five essays, each exploring a different concept. One author presents mathematics as the language and science of patterns; offering numerous imaginative ways to teach mathematical concepts tailored for elementary school, high school, or college programs.

The one word titles of the essays suggest a simplistic approach that innovative teachers can turn to in order to teach "advanced" mathematics concepts to all grade levels. The titles are: Pattern, Dimension, Quantity, Uncertainty, and Shape. The author suggests that, with a few needed modifications, mathematics, can be changed from one of the most dreaded classroom experiences to one of the most engaging and rewarding

This book offers many very good suggestions that would assist mathematics teacher working in the court and community schools arena. For example, it details how to introduce algebra and geometry concepts utilizing patterns to learn volume concepts. Similarity, size, and randomness concepts can be used to prepare student for both scientific investigations and for more formal and logically precise mathematics. The reader need not be a mathematic genius to read and enjoy this book. ■

LEADING WITH SOUL

By Lee G. Bolman
Terrence E. Deal

Jossey-Bass Inc., 1994

Reviewed By:
Ted Price, Ph.D., *Director*
Alternative and Correctional Education Schools and Services,
Orange County Dept. of Ed.

Lee bolman's nine-year-old son asked him what his new book would be about. Bolman answered, "It's about leadership and the meaning of life." Explanations for the meaning of life are often sought today.

There is no doubt that moral and spiritual drought is at an all-time high in America. Here is a sobering statistic. "In 1980, the California State Prison system held 27,000 juvenile and adult prisoners. By September of 1988, 83,000 state prisoners were squeezed into California's already over- crowded facilities. The prison population expanded 310% during a period when the general population increased 17.3%." (The *Prison Experience* by Morrie Camhi). Today those numbers are even higher. Needless to say, statistics such as these affect every level of society.

In light of the perceived moral decline, leaders in organizations are snatching up books that deal with issues deeper than business systems and methods, hoping to put some integrity back in the workplace. Bolman and Deal write a leadership book that tries to fill this need.

This book offers some poetic-sounding phrases and even some good ideas; however, the problem with these leadership books is that they attempt to infuse leaders with "instant-spirituality." This takes more than the reading of one book. Consider the following passage: *"Soul and spirit are often used interchangeably, but there is an important distinction. Following the lead of author James Hilman, we see soul as personal and unique-grounded in the depths of personal experience. Spirit is transcendent and all embracing. It is the universal source, the oneness of all things."* One must read critically to determine how to utilize these words in the workplace.

There's nothing new here, but they do have a nice way of putting some well-known ideas and thoughts together. ■

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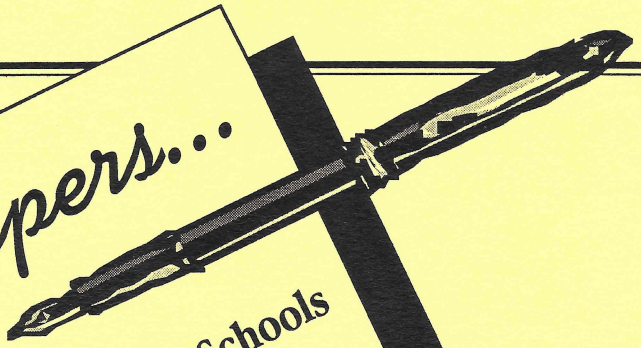

Criteria

- Combines both research-based management/instructional theory with field practice
- Is written with court school administrators in mind as the audience
- Is written in clear, straightforward prose
- Acronyms are spelled out the first time they are used
- Is result, not proposal, oriented.

Format

- Recognizes other educators' cited work through either bibliography or footnote referencing
- Uses American Psychological Association publication guidelines
- Articles are four to twelve pages, double-spaced, in length
- "Student Success" contributions are one-half to two pages in length
- Includes short biographical sketch of twenty-five words or less about the author
- Displays data, if any, in tables or figures
- May include photos, if appropriate and available

Some Do's

- Use the active voice (e.g., Results showed, the study found, students report)
- Use the third person when possible; some use of first person is acceptable
- If first person is used, relate to reader's experience
- Give credit, use footnotes and reference list
- If it is previously printed, include permission to reprint or source so we can obtain permission

Some Don'ts

- Use the passive voice only sparingly (e.g., It was found, it's been reported)
- Use 100 words when 20 will do

Papers to be considered for the Fall 1997 Issue should be submitted by September 15, 1997

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