Impacts of a self-esteem curriculum on the educationally mentally retarded and trainable mentally retarded students in the Food Service Program at Dorchester High School.

Ellen Ball O'Brien
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IMPACTS OF A SELF-ESTEEM CURRICULUM ON THE EDUCATIONALLY MENTALLY RETARDED AND TRAINABLE MENTALLY RETARDED STUDENTS IN THE FOOD SERVICE PROGRAM AT DORCHESTER HIGH SCHOOL

A Dissertation Presented
by
ELLEN BALL O'BRIEN

Submitted to the Graduate School of the University of Massachusetts in partial fulfillment of the requirements for the degree of DOCTOR OF EDUCATION
May 1998
School of Education
IMPACTS OF A SELF-ESTEEM CURRICULUM ON THE EDUCATIONALLY MENTALLY RETARDED AND TRAINABLE MENTALLY RETARDED STUDENTS IN THE FOOD SERVICE PROGRAM AT DORCHESTER HIGH SCHOOL

A Dissertation Presented

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ELLEN BALL O'BRIEN

Approved as to style and content by:

Kenneth A. Parker, Chair

Robert W. Maloy, Member

Frank P. Lattuca, Member

Barley W. Jackson, Dean
Dedication

This dissertation is dedicated to the memory of my husband
Thomas D. O'Brien, and to my children,
Philip, Michael and Rosalie
With deep gratitude and everlasting love.
ABSTRACT

IMPACTS OF A SELF-ESTEEM CURRICULUM ON THE EDUCATIONALLY MENTALLY RETARDED AND TRAINABLE MENTALLY RETARDED STUDENTS IN THE FOOD SERVICE PROGRAM AT DORCHESTER HIGH SCHOOL

MAY 1998

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Directed by: Professor Kenneth A. Parker

The purpose of this study was to determine if there is a relationship between positive self-esteem and self-awareness and successful job experience for mentally retarded students in the Occupational Skills And Development Center (OSDC) at Dorchester High School.

Over the years, much has been written about programs for mentally retarded students and the programs they should be enrolled in. Little has been written about how the students feel about the programs they are in and what they feel the programs have or have not done for them. This study is an attempt to get responses from the students enrolled in a specific program at Dorchester High School relative to how they feel about the program, themselves, and what the program has done for their self-esteem, self-awareness and success at a job.

The methodology was to ask the students a series of questions to determine how they felt about themselves, their

v
personal relationships, and surroundings. Then a six-week self-esteem curriculum was delivered, each week with its own theme and focus. The questionnaires and curriculum were evaluated to suggest how the program might be enhanced, adapted or promoted to better serve this population. No reference is made to individuals by name and every effort has been made to insure that the students are not identified.

The results of this study will be used to improve the curriculum of the OSDC at Dorchester High School to better insure the success of the students who complete the program. Students and their parents/guardians will be able to have input into the discussions and decisions that will be made regarding any changes to the current program.
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CHAPTER I
INTRODUCTION

History tells us of the many misconceptions and myths attached to the developmentally disabled child. Much of this attitude is due to a lack of knowledge relating to the disability or fear of the unknown. The brain and its function are, and have been, a mystery for centuries. Modern medicine has yet to arrive at a complete understanding and cure for developmental delays. Additional educational techniques and programs must be designed and developed for this student population. The developmentally disabled student is one of many designations within the wide umbrella of students receiving special needs education.

In years past, developmentally disabled individuals were housed in institutions or attended separate special needs schools. They were often kept at home due to a misconceived shame on the family. The individual lived apart from the mainstream of society. Services received were basically custodial in nature. This isolation caused a lack of exposure to daily living experiences which would further delay any continued social development. Myths, attitudes and fears were carried from culture to culture or passed from generation to generation.

Parents felt it was a personal reflection or stigma upon themselves to have given birth to a child who, by social standards, was not perfect mentally and physically.
Our society has now become more aware of the abilities of mentally retarded people.

The Education for All Handicapped Children Act (Public Law 94-142) mandates a free appropriate public education for every handicapped individual aged 3 to 18 (3 to 21 in 1980).

Public Law 94-142 and similar legislation put a heavy responsibility on public education. Public Law 94-142 mandates that all children, including the most severely disabled, be provided with a free, appropriate education in the least restrictive, most integrated environment. This law is permanent legislation and is excluded from the requirement of periodic reauthorization. The implications of this legislation have been extensive and have had great impact on the present instructional and guidance programs.

In the past, there was a failure of schools to relate curriculum closely to the world of work. Thus a great disservice was done to students at every level, but particularly to the disadvantaged. Guidance and counseling, manpower programs, and education in general are now challenged to facilitate access to equal educational opportunity for special populations.

It was not until 1972 that actual legislation within the Commonwealth of Massachusetts was adopted. Initially, this opened new horizons for the special needs students. The law was referred to as the Comprehensive Special Education Act, Chapter 766, which mandated equal education
for all Special Needs Students in the least restrictive environment. Much debate and study went into the passing of this legislation. Many states used this legislation as a model for future laws within their own states.

Chapter 766 provided a formal identification of special needs students but was not developed to identify the particular population or those categorized within it as less capable than other students enrolled in regular programs. Special needs students have individual differences, needs, potentials and weaknesses and should not be stereotyped according to a particular set of expectations, goals or principles. No single assessment or determination such as intelligence tests, achievement tests, or labels of any kind should be used as a basis for expectations of the student's abilities.

The initial Chapter 766 Act involved the regulations which require concise and accurate evaluation of potential special needs children and those who have already been classified as children with special needs. School systems in Massachusetts were to develop adequate provisions for the occupational preparation and competency of special needs students. There was to be a concentrated involvement from the Division of Special Education and Occupational Education, public school systems and other agencies responsible for the education, training and employment of special needs students. Greater concern for the assessment
of career potential, relevance of curriculum and programs, and training opportunities for the special needs student was mandated.

Occupational competence was to be a major goal involved in the education of the student. Basic provisions for the special needs population in Massachusetts, which were to be addressed in curriculum development, would include:

1. More precise evaluation procedures to determine vocational potential and interest.
2. Further dissemination of information relating to career opportunities through guidance and counseling instruction, media technology and other approaches.
3. Greater training options and opportunities for special needs students.
4. More involved public relations activities with employees and community members to inform and involve persons who can be of major assistance.
5. Expanded responsibility of the Massachusetts Department of Education in regulating career education activities for special needs students as a major priority through funding, assistance and support to school personnel.

It should not be assumed that all students in regular classrooms are able to successfully perform the same work in academic, vocational and related instruction. Instruction
for all students should allow for individual differences rather than providing a single approach for every student in the program. Discipline problems and lack of cooperation may result from the frustration over students' inability to succeed with the task at hand.

The Occupational Skills and Development Center

The Occupational Skills and Development Center (OSDC) was developed to meet the needs of the mentally retarded population in the Boston Public Schools. The OSDC program, which began in 1977, was designed to provide an integrated learning environment which could provide an opportunity to learn job skills reflective of vocational independence and productivity. The developmentally delayed individuals involved are categorized from severe to moderate in their retardation. Students entered directly from Junior High at the chronological age of about 15 years and remained until June of their 22nd year. This program was developed recognizing that developmentally disabled students need their own vocational program which addressed their individual special needs and which at the same time provides total preparation and supervision of life skills.

Occupational skills and development centers are located in three mainstream high schools, including Dorchester High School, throughout the city of Boston. Regardless of intellectual ability, every student in the OSDC can prepare him or herself to lead a life filled with independence,
dignity, and purpose. Students in the OSDC program receive services in vocational training, academic support and activities in daily living. Out-of-school support services and activities are provided by human service agencies. The instructors have the training and dedication to prepare each student for a specialization in work and develop their responsibilities of citizenship.

It is the goal of the program to strengthen each student to his/her maximum potential addressing the individual attainable degree of physical, mental, social, occupational and economic efficiency. Some students may be placed in a sheltered workshop or in a competitive job with some support from human service agencies.

Many students are ready for competitive job placement in conjunction with work-study programs prior to graduation. Early placement is usually encouraged after counselors, teachers, parents and students determine the job readiness of the student. Work instructors are made aware of the student's level of classroom performance and individual readiness for competitive work. Important factors to consider include vocational preparation, social skills development and attitude of the student. Emphasis should be placed on the development of self-esteem of each individual.

Once a placement is made, close monitoring must be ongoing. The employer must be reassured that the school
community is supportive and working in conjunction with the employer.

Job match is the ultimate goal of this program. Students in their last two years in the OSDC program are referred to human service agencies. The agencies begin to plan with school, parents and students for their transition after graduation from school to work. Careful planning enhances a smooth transition. Individuals who are capable of competitive job placement are usually referred to the Massachusetts Rehabilitation Commission. Those who require sheltered workshop, day activities placement, counseling and socialization group services are referred to the Department of Mental Health. A placement counselor is responsible for collecting all student assessments, forwarding them to appropriate agencies, scheduling interviews for students and parent.

The OSDC program undergoes continuous revisions in order to meet the changing needs and abilities of the individual students. It is necessary to incorporate adaptive teaching techniques in the program. As the ethnic population of the city changes so do the demands on the program. A bilingual component has been added to accommodate the immigration of a large number of students arriving from foreign countries.
The Dorchester High School OSDC Program

The bilingual OSDC population at Dorchester High School consists of a very diversified group of developmentally delayed students. Included in the class are low functioning trainable students as well as the most advanced vocationally prepared students who have language communication limitations. There is a broad range of abilities within the bilingual developmentally delayed population. Lack of documentation of formal education from country of origin results in an educational placement based on subjective informal assessment until a complete social medical psychological assessment can be obtained and the team of educators and service providers meet to determine an appropriate educational setting.

Once the student has been assigned to Dorchester High School's OSDC, he or she spends six months to a year in an exploratory program to determine his or her interests, strengths and weaknesses within the components of the program.

Most of the students in OSDC programs are assigned to the food service component at some time during their enrollment at DHS. Many times we have the good fortune to have a student show interest and potential in food service upon entering Dorchester High School. This is helpful because we can begin to assess his or her abilities and
start to develop a plan of training early. This fosters the interest and concentrates on the development of appropriate skills.

Food Service Program at Dorchester High School—The Bear's Den

The Food Service Program at Dorchester High School is just one of the OSDC components serving the developmentally delayed student within the Boston Public Schools. The OSDC program has gone through many changes since it began as part of a grant awarded by the Commonwealth of Massachusetts in 1975. A copy of the original grant is included as Appendix A for the purposes of comparison with the present operation and assessment of how the program has deviated from the original model.

Only the name (chosen in recognition of the Dorchester High School Sports team, the Dorchester Bears) remains the same after so many years. This indicates a form of recognition between the school and those simulated food service program instructing Trainable Mentally Retarded (TMR) and Educationally Mentally Retarded (EMR) students. The student is matched with a job where he/she can successfully perform the job tasks. Job coaches are assigned to support in transit from school to worksite.

The Bear's Den restaurant was set up at the end of the main cafeteria and consists of two small rooms. New equipment was purchased and an instructor was hired. As
stated in the grant, the qualifications for the instructor are:

- Background in the food industry, either running of own business or as an employee in charge of food preparation, ordering and food selection.
- Job contacts in food service companies in the Boston area.
- Demonstrated ability to work successfully with low functioning persons, the ability to break down tasks into simple sequential components for effective teaching experience.
- College degree will be of value but less important than food service/management experience.

The job description or responsibilities were:

- Operation of a cafeteria, training and supervision of students, selection of job training sites and placement of students in permanent employment situations including support by rehabilitation counselor.
- Evaluate student's potential for skill placement/job placement.

The personal goals of the instructor are:

**Long Term Goal:** To prepare the student individually and as part of a team for future permanent competitive employment in food service or related industry.
Daily Goal: Development of good work skills and attitudes on an individual basis in the area of food service.

The teacher is responsible for all the vocational instruction involving food service, fulfillment of the Individual Education Plan (IEP) instruction and reviews. The responsibilities include payment of bills, restocking supplies, generating funds through food sales and organizing celebrations for the students.

Since 1975 there have been several instructors in the Bears' Den. The methods of instruction have varied from instructor to instructor. There is so much activity all the time in all areas of the restaurant that the instructors must be aware of the position of each student.

The teacher in the food service program is assisted by a paraprofessional who is expected to supervise and instruct in the completion of assigned tasks. The paraprofessional must be observant and receptive to the individual needs of the students. Although it is not presently required, a para should have a basic understanding of Special Needs students and the goals of the program.

This program is basically self-supporting. The Special Needs Department allocates and disperses only $300 yearly to buy a small number of basic supplies at the beginning to each year. Daily profits realized go back into purchasing groceries and are contributed to fund extra activities
(bowling, Christmas and graduation celebrations, and spontaneous opportunities for socialization) for the students.

The Bear's Den has always been a very special area for the faculty to relax and enjoy lunch. It is one of the few areas within the school that is totally separated from the student population. The only students who are present are the OSDC students and, once a week, the Most Valuable Pupil from the Learning Adaptive Behavior (LAB) Cluster who is treated to lunch as a reward. Given by the LAB teachers, the reward goes to the student selected by his peers for good behavior and scholastic improvement during the given week. The students staffing the restaurant observe this type of reward system and better understand the importance of appropriate behavior.

The interaction between faculty customers and student staff has been very successful. It is through this participation that the students develop the appropriate social and work skills necessary in competitive employment.

Most students enter the program from the middle schools throughout the city of Boston at about the age of 16. Some enter directly from a foreign country. A few enter at 14 depending on their background. Sometimes students come to visit the program while still attending the middle school. This visit is to acquaint them with the program. Often they
are accompanied by teachers, parents and counselors prior to selecting a placement.

The final selection is done by the parents taking into consideration the location, type of program and, foremost, the individual needs of the student. Individually, the reasons for program selection vary from student to student. The most popular reason is "I just wanted to come." often a brother or sister has attended or is presently in the DHS program.

In some cases, the students are frightened to come to a new school environment. One young girl remained home for a year because she was frightened. Her parents did not want to force her but the result was educational, development and socialization. Once she entered the program and overcame her fear she became one of the most job ready students in the program and is presently working.

Objectives for the students are to be able to:
- name and explain kitchen utensils and equipment
- set and clear tables
- prepare non-cooked foods
- clean food preparation area
- recognize various salad greens and vegetables by sight, name and prepare food properly
- learn fundamentals of good coffee preparation—importance of accurate measurement, water measurement and clean area.
- learn difference between cooked and non-cooked food, preparation and serving
- learn social skills, interaction in a group and individually
- understand the dangers in the kitchen and be aware of accident prevention
- be taught and maintain good hygiene on an individual basis.

These goals and objectives set are ongoing and followed daily. Due to the individual needs of the population, this instruction and the danger and repetition must be constantly reinforced. Students learn and retain at an individual pace.

In some cases, a student may not do well during the exploratory period because of confusion, delayed adolescence and/or various other problems. After a period of time within the program, some students become very receptive and ready to learn the skills developed in the Bears' Den.

Most of the students arrive with an up-to-date Individual Educational Plan (IEP). This document is considered the lifeblood of the student. It is required by law (766) and consists of an educational plan developed by teachers, specialists, parents and sometimes input from the students themselves concerning the type of instruction, the amount of time allotted and the method of presentation needed. The IEP has been signed by the student's parent or
guardian. When the student is 18 years old, he or she will attend the individual evaluation meetings and sign the IEP.

The teachers are required by law to provide the services as stated in the IEP. If this cannot be done, a noncompliance complaint can be filed against the Special Needs Department within the school. During the year, a team of Special Needs experts comes to the school unannounced and observes the program to determine if the IEP is being followed. They often pull files at random to make certain the services are being provided. If the teacher feels that the program's directive as outlined in the IEP is not appropriate (after the student has been involved in the plan for the exploratory period), an unscheduled IEP review can be called and revision suggestions made at that time.

The students who are assigned to the Bear's Den have a daily routine. They have individual and group assignments. The students are first taught the task, for example, Counter Person, with its requirements and the expected degree of performance. After the student completely comprehends what is expected of him or her, he or she is required to perform the task daily for an extended period of time until a high degree of accuracy is attained independently. A score of eighty-five percent accuracy is a very positive result. Most students will increase their accuracy another five percent as additional practice and time is devoted to the same skill.
It is felt that the students should have many opportunities to master various tasks. However, there are many cases in which it is determined from the beginning that a student will not master a specific task. In such cases, it is unwise to allow the student to attempt a task if he or she could be exposed to a dangerous situation which might result in injury.

Many, if not all, of the developmentally delayed students have experienced failure at one time or another. They are very slow to feel good about themselves. There are cases when the student in the program experiences praise for the very first time. Some do not know how to accept praise graciously. This is another skill which must be taught.

Most of the students lack the social skills which are so important to their success later in life. One reason for this deficiency is a child's power to imitate. If those they imitate are lacking good social skills and attitudes, then the children will not acquire them. Many of the students in the "Den" have never been taught to greet someone, return a greeting, make eye contact or even shake hands with meaning. These are all habits foreign to some students. A simple "excuse me" has to be taught consistently.

It is often surprising to compare the development of the students' social growth and to note their positive social changes at midyear and year's end. A noticeable
change is due to the students' interaction with the daily restaurant customers. Many customers of the restaurant are very considerate and helpful to the students. It is felt that this attitude and assistance contributes much to the students' social development. The patrons become examples for the students. Without them, the students' behavior models would be very limited.

William Shakespeare referred to the world as a stage, and we, as individuals, are the players. There is a personality trait within the developmentally delayed student that is like an actor spontaneously on stage. These students have learned to act. Some act on instinct to get what they want in life, and others need to act to survive or shelter themselves from daily pain. This is an interesting process. It shows that the students are wise in so many ways, not with conventional wisdom but with many other skills which must be identified and encouraged.

An important part of the instruction is to teach the student to accept correction and learn to transfer the correction into action in a positive manner. This is asking a lot of some and is an impossibility for others. Students react to body language and if correction is done in a way in which the student still feels like an important person, the correction will be accepted in the manner in which it was intended. The reason this is so important is that upon entering industry the student will need to be able to handle
criticism from a supervisor or employer. Upon arriving in the world of work, the first person showing displeasure with something the new employee has done, causes devastation and many times adverse reaction. Immediately, some students want to return to the school environment where they feel secure. This brings to mind a number of high school-age students, registered in the program, who deliberately do something to get themselves fired from a work situation because they wanted to return to their favorite place—school. Some students experience their only social interaction with peers at school.

How do special needs instructors in food service curtail this attitude? One answer is participation in a work-study program or programs outside the school setting. The program should be located on the work site so the student is exposed to the open spaces which could cause a feeling of fright. If a student works continuously in a work-study situation, he experiences a positive feeling of security and self-worth, the student also learns how to channel criticism into a positive experience. A work-study program developed at Carney Hospital in conjunction with the OSDC program at Dorchester High School is described later in this chapter.

The development of the Individual Educational Plan for each student centers around the requirements set forth by Comprehensive Special Education Law (94-142) which directs
that the education of a special needs student is to take place in a "least restrictive environment." This directive remains an important factor in the method of instructional delivery. What might be considered restrictive with one student is not restrictive enough for another. There are times when instant separation from the setting must be made. This is not always easy.

Instruction in the food service program is delivered in modules. Each learned task in the curriculum completes a proficiency module. The time it takes for each student to master each module varies greatly. Many times it takes a very short time for a student to master a skill, while some never are able to succeed with the particular module but move on and succeed in another.

Methods of instructional delivery are very individual. Memory retention and/or recall are short-term for this population and only through repetition does retention become permanent. The most effective methods of instruction presently within this program include:

1. Simplification of vocabulary
2. Flexible modes of teaching
3. Hands-on experience
4. Repetition
5. Task analysis--division into simple components
6. Overall skill potential analysis
7. Modification of curriculum
8. Building self-awareness and self-confidence

With this methodology in mind, it is clear that each day in the Bears' Den presents unforeseen problems and is changing.

A typical day of scheduling in the Bears' Den is:

7:30 - 8:00 Teacher prepares coffee for staff to purchase.

8:00 - 8:05 Maintenance class arrives with the instructor to clean floors, stove and do general cleaning.

8:05 - 8:50 Teacher goes to grocery store for supplies.
The menu is sometimes planned around the sale items for the week.

8:50 - 9:00 Maintenance class carries in supplies.

9:00 - 10:00 Students are assigned to prepare soup, two varieties of sandwiches, salads and desserts for the daily menu.

10:00 - 12:15 Bears' Den is open to the staff. Students work in their assigned positions.
Alternating groups leave for lunch and then return to daily assignment.

12:15 - 1:00 Bilingual class come in with Paraprofessional to put away food, clean service area and clean kitchen area.

1:00 - 4:00 Teacher makes grocery lists, consults with students and completes bookkeeping.
The OSDC students are becoming more visible throughout the school. They have prepared and set up many receptions. There have been times when some students were setting up a reception while others were preparing the foods of the day. Occasions like these provide the student with dual learning experiences.

The Vocational Skills Continuum developed by OSDC staff is the model most commonly used in the development of programs in Boston for the mentally retarded. Ideally, Level I students start with pre-vocational skills training and when they are considered ready, they are moved into Level II vocational training. Those who are successful are moved into Level III supervised job training sites where they engage in non-paid employment. Level IV involves the students in a supervised work-study program where they are paid, assigned by a job coach, and closely monitored. The ultimate goal, Level V, is full or part-time paid employment. This model was used in the past and presently for the Bears' Den Program at Dorchester High School. It is summarized graphically in Table 1.
Table 1.

Vocational Skills Continuum

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<td>Level V</td>
<td>Full or Part-Time Competitive Employment</td>
</tr>
<tr>
<td>Level IV</td>
<td>Supervised Work Study (paid employment with close supervision &amp; follow-up)</td>
</tr>
<tr>
<td>Level III</td>
<td>Supervised Job Training sites (assists in the transition from school to work, community based, non-paid employment)</td>
</tr>
<tr>
<td>Level II</td>
<td>Vocational Training (included: Vocational Skill Training, Functional Academics, Vocational Counseling)</td>
</tr>
<tr>
<td>Level I</td>
<td>Prevocational Skill Training is the foundation for all the above.</td>
</tr>
</tbody>
</table>
Statement of Problem

The OSDC Program at Dorchester High is very structured. The students experience social, mental, emotional and physical growth during the six years of attendance. A few students enter earlier than sixteen and remain in the program for a longer period of time.

Some students enter the program from foreign countries bringing little information about their past school attendance. In some cases it has been discovered that there has been no school attendance for the first fourteen to sixteen years of life. Parents are involved as much as they are willing to participate. In homes where English is not the first language, parents often shy away from involvement in their student's school program. To assist in working with these families, there are three staff members who can translate necessary materials into Spanish.

Other students have always lived in the United States of specifically the Boston area. Their home life is disruptive, confrontational and lacks structure. Many students come to school feeling low self-esteem, confused, sad and seeking security within the school.

Some students experience problems of disruptive behavior or disinterest due to the length of time assigned to school. This contributes to refusal to participate in a work experience.
The problem that was investigated in this study was the impact of a self-esteem curriculum relative to the success of students in a food service program at Dorchester High School.

Other related questions to be answered in this study were:
1. Do students recognize positive productivity in school?
2. Do students recognize positive productivity in work?
3. Is work important to students?
4. Do students recognize any contribution that the food service program has made to their personal development?
5. To what degree is success understood and considered important by the students?

The program also serves the student who comes feeling happy within, secure and very supported within the home.

Work skill training and the development of a positive work attitude are the focus of the OSDC Program. Students are placed in rotating vocational experiences, constantly instructed, monitored, evaluated and given every opportunity possible to learn to develop work attitude and skills. During the last two years of the program students are offered part or full-time employment. Previous to this period, they have participated in several on-site job training programs.

Students often refuse to accept any employment or, if they reluctantly accept, they intentionally fail within a
short period of time. An example of this was a young vocationally capable male student of sixteen. He was offered a job at one of the designated sites only to respond in a very negative way. "I will not work for low pay. Do you take me for an idiot?" The pay was above entry level scale. Members of the staff felt this was not the reason. This student is very disruptive in class and appears to have a negative self-image resulting in this attitude.

How can this negative attitude be changed to positive?

All the students are given employment opportunities throughout their school attendance. The various employment opportunities include food service, janitorial work and landscaping. A large percentage of the students do not remain in these positions for very long. The support systems at school and work seem to be in place but some students fail. The rate of failure is too large. Why and what is causing this failure?

Success and positive self-image must correlate. Some of the students who have graduated from the OSDC Program at Dorchester High School do not appear to recognize their accomplishment and personal success by completing the program. The students, their parents, and the staff often have different expectations of the program. The staff strives to prepare the student for employment after graduation. The student work towards completing lessons and following instructions. Parents sometimes expect a change
in mental capacity or that their child will graduate and go on to college. The different expectations of the students, parents and staff may cause the student to be confused as to what the student's goals are. In order to eliminate the different expectations, an in-depth study must be made to enhance an understanding of the dynamics of the program. This study relates to the recognition of positive and negative self-esteem and self-image within each student.

What factors contribute to the development of positive and negative self-esteem during the years at Dorchester High School? Is this esteem lost or altered after graduation? Does positive or negative self-esteem influence success or failure in the work place? Does the employment rate drop for many students after graduation? If so, what additions to the school program can be made to better prepare the students for permanent employment?

This dissertation will address the development of a measurement questionnaire and an additional curriculum component concentration on self-awareness.

Statement of Purpose

The purpose of this dissertation was to determine if there is a relationship between self-perceived positive self-esteem, self-awareness and successful job experiences for mentally retarded students in the OSDC program at Dorchester High School. To study and evaluate this relationship, a curriculum pertaining to self-esteem and the
awareness of the "self" in each student was developed and incorporated into the OSDC curriculum.

Self-esteem influences all aspects of vocational growth; attention to effective learning should be an integral rather than supplementary part of the OSDC curriculum.

In order to evaluate the problem of job failure, the attitudes and performance of the student must be evaluated. Individuals differ in many ways but work attitudes are similar. The student should be able to perform on the job with positive degrees of success as they gain experience within the school program. The school program must be evaluated as to its similarity to actual work site.

What support components should be added to the school curriculum to enhance positive independent or supervised group living after graduation?

Low self-esteem and negative self-image are very obvious within many students at Dorchester High School. These feelings are reflected in negative responses, disruptive behavior and low productivity resulting in limited success. Many times these negative feelings and attitudes are transferred from student to student causing more disruption and impeding the learning process.

**Significance of the Study**

The expected significance of the study was to determine if there is a relationship between self-perceived positive
self-esteem and successful work experience for mentally retarded students in the OSDC Program at Dorchester High School.

Identifying and defining the type of program or programs that will meet the needs of the students presently attending or those assigned to the program in the future would be significant.

This study would be helpful to others, who might be considering establishing such a similar program or the further development of a model program, incorporating flexibility when addressing the needs of diverse special needs student population.

**Limitations of the Study**

The study would be limited to those OSDC Students participating in the food service program at Dorchester High School.

The results of the study would only reflect the findings of a small number of students.

The targeted students are from the similar ethnic, economic and social background.

Other limitations include:

1. Because one designated school with the Boston Public Schools is being studied, it represents a small sample of the school population and the results of the study should not be generalized beyond the population studied.
2. The group of students was selected by the Boston Public Schools or individually selected site of study; it is not representative of all educationally mentally retarded and trainable mentally retarded students in society.

3. Economic restraints were in existence controlling availability of some support groups, materials and reinforcements.

4. The perceptions of the students are not placed on a scientific scale. They are merely perceptions of how the students see themselves.

**Definition of Terms**

**Vision** - The visual difficulty is such that the child cannot develop full educational potential without special services and materials.

**Audition** - The residual hearing is not sufficient to enable the child to understand the spoken word and to develop language, thus causing extreme deprivation in learning and communication. The child may also exhibit a hearing loss which prevents full awareness of environmental sounds and spoken language limiting normal language acquisition and learning achievement.

**Speech, Central Language or Home Language** - The child exhibits deviations of speech and/or language processes which are outside the range of acceptable variations within
a given environment and which prevents full social or educational development.

Cerebral or Perceptual Functions - The child exhibits one or more deficits in the essential learning processes of perception, conceptualization, language, memory, attention, impulse control or motor function.

Other Physical Mobility, Condition or Function - The child exhibits a physical or health problem, either temporary or permanent, which interferes with learning and/or which requires adaptation of the physical plant.

Behavior - The child exhibits an effective disorder and/or maladaptive learned behavior(s) which significantly interferes with academic and social function.

Mental Development or Maturation - The child's intellectual development, mental capacity, adaptive behavior and academic achievement are markedly delayed.

Multiples of the Foregoing - The child exhibits two or more difficulties severe either in nature or in total impact, which significantly effect the ability to benefit from regular educational programs.

Many of these special problems often appear in multiples in the special needs student. Included in the Guidelines for Public Schools from the Bureau of Education for Handicapped (U.S. Office of Education, 1975), handicapped conditions are as follows:
Mentally Retarded - Individuals whose rate of intellectual development is significantly lower than the normal rate and whose potential for academic achievement is estimated to be markedly less than that expected of others with a normal rate of intellectual development.

Learning Disabled - Individuals who exhibit a disorder in one or more basic psychological processes involved in understanding or using spoken or written language. These processes may be manifested in listening, thinking, speaking, reading, writing, spelling, or simple computing.

Seriously Emotionally Disturbed - Individuals who suffer from psychiatric disturbances which limit their ability to govern their own behavior.

Orthopedically Handicapped - Individuals who are limited in self-mobility, sitting in the classroom, and/or using materials or equipment for learning because of muscular, skeletal, neuro-muscular impairment.

Visually Handicapped - Individuals who are severely limited in their ability to see and may be either partially sighted or blind.

Hearing Impaired - Individuals who have a sense of hearing inadequate for success in learning situations.

Speech Impaired - Individuals who have speech patterns that differ noticeably from the normal. Speech disorders may be articulatory, vocal, stuttering, or derive from
delayed speech and speech disorders associated with a cleft palate, hearing impairment, or cerebral palsy.

Other Health Impairment - Individuals who have limited strength, vitality, and alertness because of chronic health problems such as infectious hepatitis, infectious mononucleosis, asthma, hemophilia, epilepsy, leukemia, diabetes, and other chronic conditions.

Multihandicapped - Individuals who have a combination of handicapped conditions, each of which must be considered in planning or program modification.
CHAPTER II
LITERATURE REVIEW

During the past three decades many programs have been initiated throughout the United States whose main objective was the development of suitable educational preparation for the mentally retarded population. These programs, many on a trial basis, endeavored to vocationally educate and successfully place these students in society.

The Boston Public Schools were pioneers in this field as early as 1969. Their Curriculum Guide for Special Classes - Trainable Level, Life Preparation Center, was the first step to a very successful special needs program in Boston. The philosophy of the project revolved around the belief that dependent youths could be trained to function effectively, constructively and purposefully in home and community.

The objectives of the program were: 1) to provide experiences to develop self-confidence and improve self-image; 2) to provide training within their families; 3) to encourage and assist youths who show potential for vocational skills to pursue this within the scope of their ability.

The daily program required each student to participate in all units which would prepare them for daily living. Some units included: academic skills, home skills, physical
development, safety, self-help, music appreciation, vocational skills, arts and crafts.

Located in the Life Preparation Center, this was a simplistic program which attempted to meet the needs of the trainable mentally retarded. Emphasis was concentrated on providing experiences that would develop self-confidence and self-image. Training in basic home skills was emphasized. As the youths progressed and developed their proficiencies they were placed in a more advanced program.

This program lacked support counseling and work-study involvement. It did provide a basic program which was the foundation for further programs in the Boston Public Schools.

The Development of a Project for Educable Mentally Retarded Children to Receive Vocational Training in Food Service (Steffenberg, 1969) was another early program. A food service lab project was initiated at a junior high in Wilmington, Delaware. The purpose of the project was for the training, participation and observation of educable mentally retarded students.

The program was to offer an integrated special education program in food service for educable mentally retarded students within a one-year time frame. The food service laboratory was staffed by a coordinated team of special needs teachers. All academic work was job related and safety and accident prevention was stressed. Essential
health practices, sanitation, social skills and personal competencies were emphasized.

The students were trained in a food service laboratory and following training placed in a school work experience. Community support was elicited; placement opportunities were developed. The students were placed in jobs with limited success. It was felt that too much emphasis was given to job placement in relationship to the ages (14-17 years old) of the students, resulting in loss of employment.

On the positive side, there was an increase in the student in-school retention rate, basic skills subjects and growth and maturity of the students. Five students were advanced into higher level of school work experiences. Eight were promoted into regular high school programs. After evaluation, it was felt that a longer training time was necessary to prepare the student successfully.

A Simulated Instructional Model for Educating Mentally Retarded Students for Employment in the Hotel Motel Industry (McCowan & Mongerson, 1969) was developed as a one-year grant in Buffalo, New York on a college campus. The students were of high school age and the model was for the instruction of trainable mentally retarded (IQ 20-49) and educable mentally retarded (IQ 50-70).

It was believed that a simulated work environment could be used to train educable and trainable mental retardates for hotel-motel aides more effectively and economically than
on-the-job training or classroom lecture instruction. The major objectives included: 1) development in each trainee of an awareness of employee/employer relationships and basic working conditions associated with employment; 2) simulated experiences for trainee developing job skills related to hotel employment; and 3) development of good sanitary procedures in cleaning.

The students trained in modules in a multi-media simulated classroom with emphasis on work process and habits. The project was staffed by special needs trained teachers and supervised by two professors and a project manager all involved in educational research. As a result of the evaluation it was determined that the students did not respond as quickly to the programmed materials as anticipated and more repetitive materials than necessary were introduced.

Special needs students were enrolled into more specialized classes in the 1970s. A curriculum guide entitled *A Look at Vocational Programming for the Secondary Educable Mentally Retarded* was written in 1974 in Atlanta, Georgia. The major objectives were: 1) functional academics; 2) physical development; 3) social skills; and 4) pre-vocational and vocational skills.

In this five-year proposal, the basic curriculum in the high schools of Atlanta was used. Life skills competencies were included with more emphasis on the process of learning
a vocational hotel-motel trade rather than social
development. The students attended classes and participated
in a work station with the goal of "Work Out" program
employment after class competencies were met. Although it
was mentioned that the transition process was difficult, no
success evaluation was presented. The study was selected
for review for its geographical location (Atlanta) and date
(1974) of special needs inclusion in public education.

The New Brunswick, New Jersey Public School Department
sponsored a workshop in 1976 focused on Home Economics and
the Exceptional Student. This workshop resulted in a
handbook to assist home economics educators in working with
exceptional students especially the mentally retarded
population. Included topics were life skill competencies,
curriculum suggestions, and school and community resources.
The major objective was the development of life skill
competencies including: earning a minimum self-supporting
wage; managing a home; using public transportation;
selecting and purchasing clothing; participating in physical
activities and sports; and learning how to call for
assistance. The training took place in the classroom. This
handbook was very successful and very helpful to classroom
teachers.

A grant was written in the public schools of College
Park, Maryland in 1977 entitled Food Service Skills Teaching
Special Needs. The major objective of the grant was to
finance the development of a vocational food service program to be experienced by special needs students. The program would add to the development of self-confidence, maturity and personal fulfillment.

Few instruction materials were available for SPED instruction. The grant was funded for one year and the emphasis was on employment or supplemental job training.

In 1979 the state of Alabama funded a one-year program entitled Effective Vocational Training Procedures for EMR Students. The program provided training for vocational educational structures using effective techniques and instructional procedures for educable mentally retarded students. The main objectives were for instructors to develop positive attitudes toward acceptance of EMR students; to identify, field test and revise specific vocational goals and objectives for EMR students; to develop written and taped materials for vocational education labs; and, for experimental groups of EMR students to achieve 80% of those skills identified.

The project was initiated within a vocational training site using the sheltered workshop model. Long term evaluation was not available because of the length of the project.

In 1980, a multi-year research program entitled Postsecondary Vocational Education for Mentally Retarded Adults was undertaken at the University of Washington. This
vocational training project involved 63 educable adults who were trained as food service workers. The project was staffed with a project director, vocational instructors and travel trainer. The project was replicated in a collaborative arrangement between a sheltered workshop activity center and a local hospital. Specific vocational skills as well as personal and social skills were emphasized. Within the social development concentration it was thought that behavioral standards for mentally retarded adult should be the same as for non-retarded adults. It was also believed that disincentives exist in the welfare system for vocational education programs for mentally retarded adults.

The overall objective of the research was to test the hypothesis that currently available educational technology could be applied to moderately and severely retarded adults to enable them to develop job skills necessary for competitive employment.

The important conclusions were that mentally retarded adults respond to a direct approach toward terminal employment objectives and pre-vocational training for post high school adults may be costly, unnecessary and non-productive. Training reduced most performance problems. Significant behavioral standards for mentally retarded adults should be the same as for non-retarded adults.
Moving Into The Mainstream, A Culinary Arts Curriculum was written by selected special needs instructors within the Boston Public Schools in 1985. The curriculum was written as an instructional tool for trainable and educable mentally retarded high school students assigned to the Occupational Skills and Development Programs with the public school system. The Occupational Skills and Development Centers (OSDC) were located in three public high schools in Boston.

The OSDC curriculum was written to provide an integrated training environment introducing opportunities to learn jobs which would develop vocational independence and productivity. The vocational objectives were: 1) start and complete task; 2) work accurately and continuously; 3) ask for help; 4) interact with students/adults in a socially appropriate manner; 5) immediately follow directions given by the teacher; 6) define appropriate work values, goals and behaviors; 7) tolerate and cope with demands and stress of work; 8) follow a routine; 9) develop decision-making and problem-solving skills.

The curriculum was considered successful and is still used for reference today within the program. Included is a basic reference to all components taught within the OSDC Food Service Program.

No reference was made to on-site work-study programs. The success rate of this program was not available.
A Program of Studies for Special Needs Students at Watertown High School was written in 1988. The purpose of this program was to enable the Special Education instructors at the high school to present to the students and parents a comprehensive program to provide programs and services that are designed to meet the needs of the students while allowing for the individual strengths and differences of each special needs student. The goal of instruction was to provide a variety of learning experiences for special needs students that would afford the students the opportunity to maximize their strengths and diminish their weaknesses. By addressing the individual needs of the students and providing them with appropriate skills, the goals and objectives of their Individual Education Plan were more effectively complete.

The instructional personnel that service the students are skilled, special education teachers, instructional aides and support personnel assigned to Watertown High School. Other professional services are provided for remediation which include speech/language, adaptive physical education, rehabilitation counselors, tutors and psychological therapists.

There are two major approaches of instruction that are utilized at the high school. The most common approach is that of the Resource Room Model. This approach allows students who are mainstreamed into regular education classes
to receive academic, social and emotional support during the school day. The second approach is that of a Resource Class Model which provides a greater amount of academic, social and emotional support to special needs students. This model has students enrolled in the Resource Class from full-time to half the school day. In this setting the student receives highly structured individual and small group instruction in the core subjects of the Program of Studies.

The practice of the administration of the high school and the Special Education department is that all special needs students will follow a designated program of studies which will fulfill the graduation requirements as prescribed by the School Committee. All students at Watertown High receive a high school diploma by either the prescribed or non-standard system of grading.

The pre-vocational course for the special needs students introduces the student to a practical work experience within a highly structured and supervised setting. The course emphasizes the development of appropriate work attitudes and work behavior. After the students attain the skills, they are recommended for on-site job placement.

The Exploratory Work Training Program is designed to provide hands-on training in various employment settings. At these sites the special needs student is allowed to try out and explore employment possibilities while beginning to
acquire valuable work skills. The students develop a sense of pride and accomplishment about their own ability through the participation in real work situations.

The next advancement for the special needs student is the **Employment Program**. It is through participation within this four-year program that the students actually enhance work skills and attitudes. It has been reported as very successful for all the students who have participated and has been documented that graduates of the Watertown Public Schools Special Needs Program maintain a high percentage of job placement and continued employment.

**Employment Development for Youth with Special Needs: Program Models that Work** is the title of a publication researched and written by the Massachusetts Department of Education. Model programs throughout the Commonwealth are presented because of their diversified and creative approach to achieving competitive employment through special education programs. Successful operation of these programs is reflected in the work of employer liaisons, parents, educators and young adults with special needs.

Dorchester High is one of the Programs of Merit. Also recognized are the other OSDC programs within the city of Boston which include Hyde Park High and Charlestown High.

Although these programs were developed with similar or the same goals and objectives, they differ due to the geographical location, physical plants and ethnic population
of each program. Each program is reporting significant results despite staffing and financial cuts.

Contrary to popular belief, special needs students, in general, do not behave differently from the regular population of students. They do not create more discipline problems than those which exist within any group of students.

Remediation is not a cure for learning problems. Students with learning difficulties should be helped to compensate for their weaknesses through instruction which emphasizes their strengths in learning and also includes support for their weaknesses. A large percentage of the special needs population must look to vocational/technical education for successful preparation for a life skill.

Many innovative career-related programs and services were developed as a direct result of the implementation money that followed the federal and state laws pertaining to the special needs population. The Occupational and Skills Development Program (OSDP) in the Boston Public Schools was a result of this legislation.

The Massachusetts, special needs students requiring career related services and vocational training are grouped into several categories. The continued use of some identification system is necessary since the needs of instruction and support for certain special needs persons are individual. Similarities and differences are present
within a particular type of special need. The Massachusetts Teachers' Association provided a special needs categorization of special programs. It is as follows:

Special Needs Includes Significant Problems in the Areas of:

**Vision** - The visual difficulty is such that the child cannot develop full educational potential without special services and materials.

**Audition** - The residual hearing is not sufficient to enable the child to understand the spoken word and to develop language, thus causing extreme deprivation in learning and communication. The child may also exhibit a hearing loss which prevents full awareness of environmental sounds and spoken language limiting normal language acquisition and learning achievement.

**Speech, Central Language or Home Language** - The child exhibits deviations of speech and/or language processes which are outside the range of acceptable variations within a given environment and which prevents full social or educational development.

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temporary or permanent, which interferes with learning and/or which requires adaptation of the physical plant.

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**Multiples of the Foregoing** - The child exhibits two or more difficulties severe either in nature or in total impact, which significantly effect the ability to benefit from regular educational programs.

Many of these special problems often appear in multiples in the special needs student. Included in the Guidelines for Public Schools from the Bureau of Education for Handicapped (U.S. Office of Education, 1975), handicapped conditions are as follows:

**Mentally Retarded** - Individuals whose rate of intellectual development is significantly lower than the normal rate and whose potential for academic achievement is estimated to be markedly less than that expected of others with a normal rate of intellectual development.

**Learning Disabled** - Individuals who exhibit a disorder in one or more basic psychological processes
involved in understanding or using spoken or written language. These processes may be manifested in listening, thinking, speaking, reading, writing, spelling, or simple computing.

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**Hearing Impaired** - Individuals who have a sense of hearing inadequate for success in learning situations.

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**Other Health Impairment** - Individuals who have limited strength, vitality, and alertness because of chronic health problems such as infectious hepatitis,
infectious mononucleosis, asthma, hemophilia, epilepsy, leukemia, diabetes, and other chronic conditions.

Multihandicapped - Individuals who have a combination of handicapped conditions, each of which must be considered in planning or program modification.
CHAPTER III
PROCEDURE AND METHODOLOGY DESIGN OF PROGRAM

Design and Procedure

An interview questionnaire will assess the students' inner perceptions of themselves and their abilities. This questionnaire was divided into four categories: a) personal; b) social; c) vocational; and d) educational. Each question was directed to the student as an individual. Emphasis was on the expressions of personal feelings of success or failure.

What accomplishments, if any, did the students have to meet to be considered successful by teachers, employers, family and peers?

An additional job site program was developed for OSDC students at the Hebrew Rehabilitation Center for Aged in Jamaica Plain. Six students work one day a week in the laundry. They are supervised and evaluated by the school instructor and work supervisor. (See Appendix B, p.158.)

Methodology

A questionnaire was used as an instrument to promote an awareness of "self" within the student. The questionnaire attempted to determine if the self-awareness was either a positive or a negative image. Following the self-awareness recognition, those students with a negative response were
given more positive reinforcement during the school day. All students received the self-awareness curriculum.

It was intended that the recognition of positive results would reinforce the positive self-attitude and reduce negative self-attitude.

The permanent inclusion of a self-awareness component within the OSDC curriculum was necessary because it encouraged positive self-image and developed self-esteem within the students. More opportunities for positive responses and successful completion of tasks were realized.

Family members, friends and others who provide student support became more aware of individual potential and abilities. A change of attitude away from the individual handicap focusing on strengths and success would be beneficial.

Families were continually encouraged by school staff to become more involved in the student's work preparation program. This was accomplished through reports, meetings, job site visits and in-service programs.

A self-awareness curriculum was introduced three times a week for one forty-minute period each session for six seeks. Students were encouraged to speak about themselves through illustrations, discussions and role-playing. A designated theme was completed during each lesson (e.g., "I am nice to friends when I _______."; "My mother is happy when _____________.")
The individual focus and reinforcing theme project was the development of a book about self. The book was a term project with weekly additions depicting the individual student's relationship to:

1. family—siblings and birth order in family;
2. school—peer and teacher relationship—school adjustment;
3. friends—peer relationship after school activities, feeling of belonging or "fitting in";
4. work—attitude toward desire, necessity and ability to work and be successful in work place;
5. attitude toward society—including environment, town, home and neighbors.

The sessions emphasized a different subject each time. During those lessons the students were drawn to the individual recognition of self and their placement within each.

At the conclusion of the six weeks the book was compiled. Parents and friends were invited to school for an Open House. At that time, the students displayed their books for the family and the staff was present to discuss the program and work of the student.

**Techniques**

The students that participated in the study were chosen by the individual teachers. One criterion for selection was the students whose behavior reflected recognizable low self-
esteem. This trait was identified through disruptive behavior, unkempt appearance and verbal expression of low self-worth. Parents were notified of the student selection and given an explanation of the class goals. The parents were asked to encourage their child during the series of classes.

The self-esteem component continued for six weeks of three forty-minute periods a week. The teaching schedule was altered to enable one teacher to lead this group of eight students. At the conclusion of the sessions, the class projects were presented at an Open House. At the Open House the staff discussed their observations and work of the students with the parents. During this evaluation, parents were asked:

1. Has there been a noticeable change in behavior during the student's attendance in class and outside class situation?

2. Did parents take an active part in the participation at home and school? Were they pleased with the result? If there were an opportunity to have their child participate again—would they approve?

The success of the program was measured by parents, staff and, the students. Parents completed evaluations of the program. Their assessments were combined with the
teacher's observations and evaluations of student participation and productivity in the daily lessons.
CHAPTER IV  
PROFILES OF PARTICIPATING STUDENTS

Introduction

A questionnaire was designed to extract information from the students which was reflective of either a positive or negative self-image. It was also intended to include the four most important components in the vocational development of the student: their personal, social, vocational and educational needs and interests. There are few opportunities in which the students can reflect all four categories at one time. Most of the developmentally delayed students express their feelings in one specific emotion at a time. Even then, they are often distracted by their environment. For example, an instructor or job counselor could be discussing a vocational subject concerning a student's educational plan and the student might respond relating to different subject matter. Distraction, disinterest or the inability to understand could be the reason.

Eight students were selected to reflect the great diversity and similarities that characterize the larger OSDC student body of 48 students. Among the eight selected students, the causes of their retardation varied from lead poisoning, Down's Syndrome, physical injury to the unknown.
However, they were all trainable and exhibited many similar needs and desires.

The home environment for the students was somewhat similar. They all lived in an urban setting, coming from low to medium income neighborhoods in Boston. Economically, most of the individual families would be classified as low income.

The students either live with a single parent, relative, foster parent or in the traditional double parent home. Some students have not seen one parent in years and may not know where their parent lives.

The students selected to participate in the program were 15 to 22 years old. The age requirement for registration on the OSDC program is 16 to 22 years old. However, some students enter the program at an earlier age. These younger students have a greater diversity of needs than the older student population due to language barriers, incomplete educational records from their native countries, and lack of psychological testing used for placement.

It is difficult to create an educational plan for individualized training when fundamental information is missing. This early enrollment process will require the staff to re-examine the entrance requirements and alter the present curriculum to meet these needs.
The five boys and three girls that were selected to participate in the study were recommended by their instructors for self-improvement.

The parents or guardians were supportive of their child's selection and participation in this study.

The classes were conducted for six weeks, three times a week, 40 minutes a session. The classes were to be small resulting in individualized attention.

At the conclusion of the six-week study a questionnaire was administered to determine if the classes influenced how students thought about themselves or the importance of "self."

John

John is a 21 year-old, mildly retarded, blonde male from South Boston. He has been a student in the OSDC Program at Dorchester High School since he was 14 years old.

John is the youngest of four children born to parents who immigrated from Poland to the United States 26 years ago. Neither parent speaks English. Whenever the need arises for translation in school, the parents bring John's oldest sister, or one of the other three children, to translate.

Both parents work full time. John's father works in a meat packing plant and his mother works for a commercial cleaning company in Boston. The family provides a loving,
mutually supportive unit for John. He is basically well behaved, helpful and socially well adjusted to parents and siblings.

Medical diagnosis of Down's Syndrome was made at birth and confirmed by chromosome analysis. John has a systolic murmur and congenital heart disease with past and present reports recommending no restrictions.

Although John does not complain about his health, he is noticeably ill and often sleeps in class. His fragile physical condition has effected his ability to fully participate in many activities, particularly Adaptive Physical Education classes. Despite contrary directions, John will begin playing basketball very hard, often with his coat on. He becomes short of breath, sweats and turns purple. John is often found lying in a corner of the gym or hall "just resting."

During the past year a fellow student died of heart failure. After attending the funeral John was very upset. Some faculty members wonder if he is relating his own physical condition to that of his friends. For many days he excluded himself from group activities.

John has been actively prepared for many supervised work-study programs. He would try very hard to make a good adjustment at each job site; but frequently, after several weeks, John would return to school dismissed from that site. Reports indicate that the reasons for his dismissal include
mood swings disregard for instructions or an observed attitude for hostility. These manifestations were not observable in his classroom environment.

Recently, John has experienced a behavioral change. He has become verbally abusive to some of his male teachers and physically abusive to other students. When angry he slams out of the class refusing to re-enter.

Next year John will graduate. Another job opportunity will be offered to John before that time. It will be his last chance under school supervision.

Anisha

Anisha is a pretty 18-year-old African-American female who has been a student at Dorchester High OSDC for four years. She was born to a single mother and at birth showed symptoms of infant methadone withdrawal. She was also very small at birth and showed signs of being microcephalic. She has a history of lead poisoning.

Emotionally, Anisha is very fragile. She has experienced much instability and inconsistency in her home life. Currently she lives with her grandmother, two older brothers and two younger sisters. Six years ago, Anisha's mother was murdered. This has had an impact on her emotional stability. She continues to distrust people and takes an abnormally long time to feel comfortable with them.

Anisha has taken on the responsibility of caring for her younger sisters. Her grandmother has been ill for
several years and in and out of the hospital due to her alcoholism. Anisha's attendance at school has been adversely effected because she often stays home to care for her grandmother.

During holidays Anisha becomes very depressed and will retreat from any holiday activities. At times, she will stay in her room until the holiday is over, despite the fact that the rest of her family is celebrating. She verbalizes her feelings of depression and loss to a selected group of female teachers. Anisha does not like to attend classes with male instructors. She often walks out of their classes or creates an excuse to avoid class.

Anisha gets along well with other students. Where she is able, she willingly assists other students in need of her help. She is particularly attentive to the lowest functioning students in the class. She helps them in their school projects and builds their self-esteem.

Anisha herself has very low self-esteem. One of the ways this manifests itself is her disregard for personal appearance: she wears masculine clothes and has chopped off all her hair. She responds to praise only by denying it.

Her response to personal questions is vague. She suppresses her feelings of anger and loss. At times, she expresses anger about school. Perhaps she is displacing anger from her mother's death and grandmother's illness onto school which is a safe target for her resentment. Still,
she feels that she should "finish school" because her mother asked her to before she died. Anisha seems to be using her mind and her thought process largely to avoid or deflect her enormous personal confusion, pain, and despair about life.

During the last two school years, Anisha has become semi-close to three of the female teachers. She will relax and accept praise when she has changed her hair or put on some make up. A dance for the three OSDC programs in the city of Boston is held every spring. Anisha has reluctantly attended each year, once with her brother. Her appearance at the dance is always very beautiful. This is a positive experience for her and the faculty.

Anisha has had many supervised jobs. Due to poor attendance, she has been fired. The excuse Anisha gives is that she has to care for her younger sisters. She does, in fact, walk them to school each morning which causes her to be late. She has stated that she wants a better life for her little sister and does not want them to have the physical and emotional pain that she has experienced.

The staff at Dorchester High is very optimistic about Anisha's future. She has four years remaining in the OSDC program.

The following note was left on the desk of one of the female teachers with whom Anisha is close:

Once Upon a Time
by Anisha
I am a very mad person inside.
But I'm a good person outside.
I wish that I can be a nicer person inside.
I could be a good person inside and outside.
I would like to be noticed inside and outside.
I could be noticed if I face my fears.
I would be very sad inside and outside.

I wish that I am not sad inside and outside.

Cornelius

Cornelius is a handsome 18-year-old African-American male who entered Dorchester High School two years ago. Cornelius was born in Boston. He is in the OSDC program due to excessive oxygen deprivation at birth. Cornelius is an MR student with a recorded IQ of 63. He is an only child and has always lived with his mother. During his early years, there were older extended family members living with him and his mother. His father has never lived in the family home.

Cornelius is very friendly, outgoing and self-confident. He enjoys laughter and responds well to positive reinforcements. He is very close to his mother and often talks about experiences he has had with her. Cornelius is always clean and dressed in very fine clothing. He currently has braces which suggests that his mother cares about his well being. Cornelius is proud of his appearance. A compliment will put a bounce in his step.

Cornelius interacts well with his peers. He does not get into physical fights but confines his fighting to verbal arguments. He often possesses strong opinions and will not listen to any other side of the argument. "Come on now, you
are wrong," is a common phrase from Cornelius. Cornelius enjoys sports, especially basketball. He plays with a strong spirit of sportsmanship and much laughter.

Academically, Cornelius performance tested on a six-year-old level and has relative strength in those tasks which measure ability to use common sense and judgement within social structures. He exhibited knowledge of mathematical language development based on his ability to define words. He performs quite positively within most social situations.

His work is completed slowly but accurately. His inability to understand a concept results in a nervous reaction of talking or walking around the room. He consistently completes his homework. If the work is too difficult, he will pass in homework blank and write, "I can't do that."

Cornelius is working at a supervised job site. He works slowly but does the job well. Socially he gets along well with his fellow workers. At school he interacts well with male and female teachers. He is inclined to talk excessively but is learning to control that tendency. His listening skills are also improving as long as the subject matter is interesting to him and he is in agreement with the speaker.

A recent work assessment for Citi-Cycle indicated that nine of the 16 assessment objectives were met while eight
needed improvement. Cornelius does not believe that he needs improvement in any way. He does not work very well with the job coach on a one-to-one basis.

Cornelius has shown improvement at school and the work site this year. He has four more years at Dorchester High to improve his skills, especially in accepting criticism and lengthening his attention span.

Kwania

Kwania is a tall, twenty year-old African-American female who entered the OSDC Program at age 15 and has been in the program for five years. She was born in Boston and is the third child of a family of five. The early family history was chaotic and characterized by emotional and physical neglect. When Kwania was three, the Department of Social Services filed a Care and Protection order in Boston Juvenile Court on behalf of all five children. The children were then placed in foster care with one family. They were all eventually adopted by the foster mother and remain with her at the present time.

There is little medical information available about Kwania. At the age of two she was diagnosed with lead poisoning. Her biological mother was alcohol dependent during pregnancy.

Kwania's biological mother remained uninvolved throughout Kwania's and her siblings placement in a foster
home. Now Kwania and her siblings are fully integrated into the foster family.

Kwania functions on an eight-year-old level academically and on an eleven-year-old level socially. Because of her more advanced social level, she is able to recognize her academic limitations. This recognition is very frustrating for Kwania and sometimes causes her to misbehave. For example, if she is given an assignment that is too difficult, she will often refuse to do the work. She will call the assignment stupid and ignore instructions because she does not want to look foolish in front of others by making mistakes.

Kwania is easily distracted by her surroundings and has difficulty remaining in one place for more than 15 minutes. She frequently leaves the classroom during class, often slamming the door or yelling some obscenity on the way. She often picks on the weakest members of the class, becomes verbally abusive and disinterested in her work. Underlying feelings of sadness, anger, rejection and low self-esteem may be contributing to this behavior. Kwania's Educational Plan focuses on helping her experience success with positive reinforcement.

Kwania's sister Elana also attends Dorchester High School. She is hyperactive and generally out of control. Her refusal to attend classes adversely influences Kwania;
she will sometimes join her sister on her disruptive journeys through the building.

Kwania's foster mother is a positive influence in her life. When Kwania is in the company of her mother, she becomes very quiet. She obeys her mother and would not dare to have an outburst in front of her.

Kwania worries about her siblings, especially her sister Elana. Elana, who had threatened to kill herself, was hospitalized for many weeks suffering from depression. When Elana was released from the hospital, Kwania was relieved and her behavior improved.

Having nice clothing is Kwania's wish. On her limited income, it is difficult for Kwania's mother to provide all that is desired. Often the faculty will give her clothes in secret, as she would otherwise become embarrassed and refuse.

Kwania has low self-esteem. She will make comments like "I don't look nice," "I'm ugly," or "I don't care how I look." She does care.

Since the age of fourteen, Kwania has been sexually active. She is indiscriminate in choosing her partners. She would like to have a baby but does not appear to realize the ramifications of having a child. Classes discussing sex are given to the students three times a year or when the teachers determine it is necessary.
Kwania wants to be liked by her teachers and peers. She works well on a one-on-one basis. However, Kwania has not been successful on various job sites. She does not like to take directions from supervisors and is especially antagonistic to male teachers and supervisors. Another problem is that her attendance is so poor that it has caused her to be fired more than once. She will remain in the program for four more years during which time, emphasis will be placed on improving her work attitude.

Tanya

Tanya is a 19 year-old African-American female who lives with her mother in Dorchester. Her mother is a single parent and works full time for security in the Transit Authority. Tanya is the only daughter, however, she has an older brother who does not always live in the family but comes home to live for long periods of time.

Tanya entered the OSDC program at Dorchester High at the age of 15. Until that time she followed a regular education program until her referral and transfer into a special education program at the age of eight. She began to noticeably fall behind academically and her speech and verbal skills showed little or no improvement. Her attention span is continually decreased. Tanya's mother is extremely concerned about Tanya and her performance at school. She does attend most of the parent Program meetings. Whenever there is a problem that Tanya has at
school, her mother is calling immediately. This great concern often appears to be over protective and smothering to the student. Often during the times that Tanya's mother visits school she is fussing over her in the presence of her friends. Hair is rearranged or clothing re-adjusted. Tanya often acts very child-like in the presence of her mother. The annual "Spring Fling" is the most popular event of the year. It is a time when the students meet old friends from other OSDC programs within the city. Tanya's mother is the only parent that insists on attending the Spring Fling from the Dorchester High program. The mother's dress is identical to Tanya's dress. Tanya appreciates her mother's attention and is sensitive to her feelings, but she becomes embarrassed at her mother's prolonged presence.

Two years ago some faculty members noticed burns on Tanya's legs and arms. When this observation was reported to her mother she became very uneasy and defensive. Later it was discovered that Tanya's brother was burning her with a cigarette when she would annoy him or refuse to wait on him. The problem did not appear again after the intervention of the school administration. This abusive situation was a complete surprise to the faculty because Tanya's mother appears to be very vigilant and protective.

Tanya and her mother share very strong religious beliefs. They both participate in weekly services and are members of the church choir. It is through the members of
this community that Tanya receives much support. Through public appearances Tanya has overcome shyness and appears to be more self-confident. The choir travels extensively to the south and the trips often last many days. Tanya does not necessarily remember all the cities where they perform but she does constantly recall and expound about the events.

A close friend of Tanya's mother spends a lot of time with Tanya. Over the years this friend has been very influential in Tanya's social development. She actively takes her out into the community and has introduced Tanya to many new social and spiritual activities. Tanya talks of these experiences often and whenever she thinks others will listen.

Educationally Tanya has been classified as below borderline intellectual functioning on all evaluations. Previous reports indicate mild retardation, slow rate of mental growth, distractibility, and deficiencies in visual motor and perceptual areas. Neuropsychological results reveal no ongoing brain diseases. Practical skills have continually been recommended.

Tanya wears glasses and often holds her work close to her face. She is easily distracted and by her desire to talk rather than attend to the task at hand. Tanya continually demonstrates a limited attention span resulting in work completed slowly.
Tanya is a very friendly student. She is constantly asking "Do you love me?" or "I look nice, right." Her appearance is very neat and clean. She is a very statuesque girl and carries her clothing well.

Tanya has a very loud voice which is hard for her to control. When she is reminded of the loud volume she will attempt to lower the volume. Some improvement has been observed as a result of her speech classes.

The results of a recent Goodenough Harris Drawing Test indicates an immature conceptual maturity. Koppitz emotional indicators include tiny figures, which indicate insecurity, withdrawal and depression. Her responses to the Three Wishes, Cole Animal and Deserted Island Tests suggest a desire to be recognized and to have a birthday party. Her responses also suggested closeness to and dependency on her mother. Concerns about her physical size were reflected in the tests.

The vocational program at Dorchester High has been fairly successful meeting some of Tanya's needs. She spent time preparing for supervised work training within the food service program. She was easily distracted and very anxious to chat with the faculty customers. Some improvement was noted after she was constantly reminded of her task. Tanya does take directions well if they are accompanied with praise. She does not want anyone to be angry with her in any manner. Tanya was recommended to participate in
supervised employment. She has slowly shown improvement when the skills were reinforced back at school.

Tanya enjoys the Physical Education component of the program. She likes the participation in small groups and responds well to praise. If the game participation is too difficult she will retreat using many excuses. Sometimes verbal encouragement or pairing her with another student enhances her game.

Tanya is physically very healthy. She is able to compete with little stress. She is capable of successfully entering the work place before she graduates from Dorchester High in three years.

Larry

Larry is an overweight 16 year-old African-American who entered the OSDC Program this year. He is friendly and tries to get along well with his family and peers. He lives with his mother, older brother, older sister and Aunt in a poor section of Dorchester. His mother works as a school monitor. His father has been out of the home for at least 10 years and his location is unknown.

Larry's weight problem causes him embarrassment and shame. In a recent self-portrait, Larry drew himself as round and fat and wrote "Bit Fat." He is obsessed by the thought and taste of food and drink. Larry has been caught stealing food from other students and faculty. Larry has
difficulty telling the truth. Even when it is obvious that he is lying, he sticks with his story.

Larry has a sleep condition called sleep apnea. This condition causes him to fall asleep at inopportune times. For example, he will fall asleep right in the middle of doing a lesson in class. Some students embarrass Larry by calling attention to his condition and dramatically trying to awaken him in class. In addition to embarrassing Larry, this condition is a potential problem on the work site as an employer or fellow workers could mistake his condition for laziness. Also, his condition raises some safety concerns that preclude him from working around machinery.

Also, Larry has a speech impediment. His voice is very high pitched, he does not annunciate clearly and he salivates excessively while speaking. He attends speech classes but does not appear to open his mouth while speaking. He will open his mouth and annunciate when reminded but he does not do so naturally or consistently. The sound of his voice is very raspy and grinding.

Emotionally Larry is a very sensitive young man. He will fight when provoked and cry very easily. Because students have made fun of his crying, he often appears to suppress his emotions to stave off further criticism. He has been able to improve his self image through Adaptive Physical Education Classes. Larry enjoys basketball and his skills in the sport are improving. Students who previously
did not include Larry in their games are now asking him to play with them. The acceptance by his peers has helped mitigate their rejection of him in other contexts.

Academically, Larry is functioning at five to six year-old level. He does his homework each night and is proud to turn it in the following morning. He is learning vocational reading which is geared to teach him words that pertain to his environment like "stop" and "danger." Vocational reading is very difficult for him. He has a short attention span and is distracted. Larry was diagnosed as developmentally delayed when he was one year old. The cause of his condition is unknown.

Larry responds well to a small structured class with some one-on-one instruction. A multisensory approach to learning was added to his program in the spring and result was notably positive.

Socially, Larry wants to be liked by his teachers and classmates. He seems to be making a more positive effort towards them. At the beginning of the school year, Larry distracted himself from the class by sitting by himself in a corner of the room. He has now started sitting with the rest of the group and is beginning to interact with his classmates.

Larry has not yet been placed in a supported work situation because of his listlessness and sleeping condition. His teachers are individually working on
building his self-esteem and developing a positive attitude towards work.

Fernando

Fernando is a strong 20 year-old young man who was born in Lisbon, Portugal. He is the eldest of two children. His mother, originally from Portugal, is a single parent living with her two children in Roxbury. Currently she works in the food service department of a hospital in Boston. She and her children immigrated to Boston in 1990; Fernando was 14 years old. Her former husband and the father of the children remained in Portugal.

Fernando's mother speaks only Cape Verdean Creole. When Fernando first arrived in school in 1990, he had to have an interpreter. Since that time, he has developed a survival vocabulary. After a year, he was no longer assisted by the interpreter.

Fernando admires his mother and often talks of how much he loves her. She has not come to school but has discussed problems that Fernando has encountered in school over the phone, with the help of an interpreter.

There is an entrepreneurial streak in Fernando. For at least two years, he has made money by gathering cans and bottles and collecting the refund of the deposit. He is systematic and careful with his earnings, which have been considerable. Last August, he discontinued his recycling
business for a month because, he said, people in his neighborhood were stealing his cans.

He has a great interest in buses of any kind. His goal in life is to own a commercial bus with green seats. Fernando also wants to get married and live near his mother who can take care of him, his wife and kids.

Fernando's lack of emotional control has caused him extensive trouble. He has a strong, unpredictable, and often uncontrollable temper. He does not like to be questioned or told what to do. Without listening, he reacts very defensively to questions and instructions. At his previous school, Fernando attacked a male teacher who told him he could not go to a Physical Education class because he had not completed an assignment. Fernando injured the teacher and as a result, he was arrested and put on probation. He now has a real fear of jail.

Two years ago at Dorchester High School, he spat in the face of a teacher because she asked him to go to the end of the lunch line which he had cut. He was suspended for three days. At the time, the faculty indicated that the length of the suspension was inadequate. Because attendance is very important to Fernando, members of the faculty felt that a longer suspension would have been a more effective punishment. Though there has been some improvement in Fernando's behavior, he still falls out of control during some situations of conflict.
This past Spring, Fernando became angry with a fellow student who was teasing him. Fernando attacked the boy. He threw him up in the air and then on a table and bit him in the chest. He bit through the student's clothes, causing the student to bleed. As a result, Fernando was suspended for five days.

Fernando's strength increases when he is angry. He sometimes is very sorry for his actions but he does not take the blame for them. Because he fears going to jail, he tries to control his temper but he still does not feel that his actions are wrong. The faculty continues to work with Fernando but they feel that he is a time bomb.

Socially, Fernando stays off to himself most of the day. He has to be coaxed into group activities. For example, during the Adaptive Physical Education classes, it is very difficult to get Fernando to participate. He usually sits in a chair on the sidelines, holding a book bag and drinking a soda. Perhaps he refuses to participate because of his ungainly stature and weak gross motor skills. When asked why he does not play, he simply says that he does not like to play.

Physically, Fernando is large and extremely strong. His mother reports that his delivery was normal but she experienced a nervous condition while pregnant. She stated that when Fernando was eleven months old, he crawled out of his high chair and fell, landing on his head. Due to the
fall, Fernando experienced a concussion and five to seven days of convulsions prior to being hospitalized. He was eventually hospitalized for 15 days under the care of a neurologist.

At five years old, Fernando started experiencing between four and five epileptic seizures per day. The severity of his seizures prevented him from enrolling in regular education classes. He attended Special Education classes in Portugal and continues in Special Education in the United States. His epilepsy has left him partially paralyzed. He is unable to complete simple tasks such as tying his shoes and bathing himself. Since early childhood, he has been a very nervous person.

Presently his seizures are basically under control. He has only a few per year. He has not had any seizures in school and is very reluctant to speak about seizures experienced at home.

Fernando has been job placed under the supervision of a job coach. His job was in a box factory where he could channel his energies into physical, positive productivity. However, Fernando has not been entirely successful on the job site. Primary work competency reports indicated improvement needed in 22 out of 24 categories. His work performance was good but his social skills, especially the ability to take directions, were weak.
Fernando is very strong-willed and does exactly what he wants to do. He reacts with hostility to firm voiced instructions. He also has a problem taking instruction from women. For example, when the food service instructor at the Bears Den asked him to assist in preparing cake, he responded, 'I am a man and me not do that!'

The Dorchester High staff has reported that Fernando has shown some improvement. However, before he graduates next June, he must completely improve his social skills in order to be successfully job placed.

Tyrone

Tyrone is a handsome 17-year-old caucasian male who has just completed his first year in the OSDC Program at Dorchester High School. Tyrone was born in Boston and has lived there all his life in a neat and comfortable home.

Tyrone's father left the house after 20 years of marriage and remained away for a long time. Tyrone has three younger sisters. His mother died this year and months before her death, Tyrone would stay home from school to take care of her. Even before his mother's illness, Tyrone had a history of absence from school. He would often have stomach pains and ask to stay home.

His mother's death has greatly upset Tyrone. He does not seem to understand what has happened. Almost every day, he discusses her death and the impact of his loss in class.
He says things like: "I wish a Chinese person would have died instead." or "Why not me?"

After his mother's death, Tyrone's father returned home to care for the children. Tyrone complains that his father yells and will not let him have a dog. He said that if he had a dog he would play with it and throw it down the stairs. About throwing the dog down the stairs, Tyrone said,"That would be playing."

When Tyrone is not at school, he is always at home. He talks of violence in the street and explains he likes to stay home and watch TV wrestling, basketball, and play tapes.

It appears that some of Tyrone's stories are fabricated. He told one of his teachers about a night when a ghost with flames coming from its ears arrived in his room. Tyrone was not afraid but very curious about where the ghost came from. This story went on for several days until every teacher had heard a version.

Tyrone is a well-dressed young man and he brags about how expensive his clothes are. Also, he has been known to criticize other students for their "funny clothes."

Tyrone does not seek out friends and his attitude does not encourage popularity. He is inclined to tell on his peers at the smallest incident. Tyrone feels very comfortable playing with younger children and interacting with adults, rather than his own peers. He is best suited
to a structured setting with behavioral controls and student-centered responsibilities and expectations.

Vocationally, Tyrone is not enthusiastic about participating in the activities involved in the food service program. He refuses to do any type of cleaning or food preparation. He either feigns complete fatigue or simply says, "I don't want to."

Tyrone is inclined to whine, talk like a very young child, and laugh inappropriately: his records indicate that he has had this tendency since he began talking. He interrupts adults whenever he wants to be noticed or addressed. Tyrone has a short attention span and is easily distracted from a directed task. Frequently he will withdraw from a group in the middle of an activity for no apparent reason.

Academically, Tyrone is at a second grade level and has poor comprehension skills. With some assistance, he is able to write sentences using capitalization and punctuation. However, he lacks several basic skills that are necessary to his vocational success. He cannot tell time, count money to make purchases, add, subtract or understand measuring devices such as measuring cup. The cause of Tyrone's retardation is unknown.

He does not follow directions in sequence and planned strategies must be used to help him organize and complete tasks. Due to his difficulty answering questions about
details, visualization strategies have been used to strengthen his recall abilities.

Tyrone has not been selected for a supervised work program because he is so negative about working. He says that he does not need money. Continued emphasis on building his vocational skills will be coupled with a continued focus on building a positive attitude toward work next year.

The student profiles were completed and evaluated. The profiles provided an in-depth examination of the participating students who represented the OSDC population at Dorchester High School.

**Self-esteem Course Component**

**Family**

The program began as scheduled. Students who were selected were excited and wondering what to expect. The first week addressed the family. The topics were basic: structure of the family in traditional and nontraditional situations; relationships among siblings; duties and responsibilities of each family member; positive and negative ways to relate to the family. The students chronological place in the family and how they were effected by being the older, middle or younger child was also discussed. (See Appendix D, p.164.)
During the discussions of family, students' emotions ranged from excitement to sadness. Most students love their families and feel that they are a valued member of the family. Other students, however, are confused and upset by their disrupted family structure. For example, one student felt sad because his mother had died during the school year. His father, who had been away from the house for many years, returned to take care of the family. The student wanted to talk about his mother and her death all the time.

The students had varied ideas about what contributions the individual makes to the success of the family. Most helped their mothers clean and do dishes. They complained of some members "doing nothing." Most of the students spoke of earning money someday to contribute to the family either by paying bills or buying food.

The group also focused on learning appropriate ways of expressing positive and negative feelings in the family. Some of the students spoke about having arguments with their siblings and disagreements with their parents. The discussions focused on expressing negative feelings in a positive way. For example, the students were encouraged to step back from a confrontational situation, cool down and address the problem with the parent or sibling in a calm way. It was stressed that the students need to convey when they are mad instead of acting out. Fernando, the student who had been expelled from Charlestown High for a violent
attack, did succeed in distancing himself from a confrontation with a student who was bothering him. Instead of lashing out at the student, Fernando ran into the cafeteria crying because he did not want to hurt the student. This conscious effort to control his temper was a positive step in becoming fit to hold a job and assimilate better in society.

The drawings of the students' place in the family suggested that some students felt alienated from the family while other students felt that they were an integral, contributing member. One student drew a picture of herself separated from the rest of her family. This suggested that the student felt different or distanced from the rest of the family. To help the student realize that she is a valued member of the family, the discussion focused on what each of the students does to make their families happy and contribute to their success.

Another student drew a picture of himself and his mother, omitting his father and three siblings. This drawing suggested that his father, who left the house years ago, is not an active part of the student's family life. His mother, on the other hand, is synonymous with the concept of family. Another student omitted his father, who remained in Portugal when the family immigrated to the US in 1990. In most cases the students from non-traditional families felt different from those in traditional homes.
For example, they knew that having their grandmother take care of them, or having an absent father or deceased mother, or being in a foster home, were not "normal" family situations. However, the students did no appear to be upset by the unconventional family structures: as long as one person cared about them, they seemed to be content. Also, since only one student came from a traditional family, the students from nontraditional families were in fact "the norm."

One student brought in a video of him and his family at a birthday cookout. The students enjoyed this video immensely, especially the student who brought it to class. The students related well to the personalization of the video and they related it to their own family outings.

The student is most dependent on the family. Family support or lack there of is a great influence in the success or failure of the students. The Family component of the study sought to make the students aware that they are as important to family as the family is to them. It also aimed to make them better family members by discussing what they contribute or need to contribute to the family.

Education

School is a very important part of the student's lives. For many, it is the only social interaction they have outside of the family. Friends and social life were closely related to school. During the discussion periods, many
students expressed their fondness for the teachers in the OSDC Program at Dorchester. The students were interested and enthusiastic about this part of the study.

Most of the student's drawings of themselves at school reflected happiness. The students depicted themselves as smiling and engaged in activities such as gym class or eating in the lunchroom with friends. Other students drew themselves on Community Training. These drawings again emphasized the importance of social activities to the students.

Some students understood their responsibilities at school. Most thought that good behavior and going to work were their most important responsibilities. The Class Journal, dictated by the students, emphasized the importance of following the rules, being good, and doing classroom work and homework. The students appeared to know what is expected of them and want to fulfill those expectations. They expressed a desire to please their parents and teachers by staying out of trouble.

The students found it difficult to accept constructive criticism. They reacted with anger or by withdrawing from the work. The students must learn to listen and accept constructive criticism as a tool for positive improvement. It is common for some students to act out and after being corrected respond, "I'm going to another school." They do
not really want to go to another school, but it makes them feel like they have a choice to say that they do.

To help students express their negative feelings in a positive way, they engaged in role playing. The instructor would constructively criticize the student and the class would discuss how the student was feeling after hearing the criticism. Most of the students felt "stupid," "not smart," or "dumb." This feeling of inadequacy made them react angrily or simply give up on the project. The class discussion focused on making students realize that constructive criticism does not mean that the students are unable to do a certain task, but that they must improve how they do the task. Instead of getting angry or upset if someone does not like how they are doing a specific job, they should focus on the job and get it done as best they can.

The Educational unit stimulated an awareness of the roles and responsibilities of a student at Dorchester High. At the same time it sought to reinforce qualities, such as the ability to follow directions and take constructive criticism, that the students will need to survive in the workplace.

Social

One of the most difficult relationships for the students is that of bonding with a friend. Most of their friends are parents, teachers, family friends or siblings.
Only in a few cases do they identify with peers. On the questionnaire, students indicated that they go home after school to watch TV, listen to music, or take care of younger siblings. Many students are not encouraged to go out after school because they live in dangerous neighborhoods.

There is a great need for the students to have a friend. Friends provide security, fun, and social interaction. The students seem to fluctuate in these relationships, often getting frustrated when there is conflict.

The concept of getting along with a friend was discussed in class. Included in this discussion was the concept of apologizing when a student has hurt or offended another student. The idea of apologizing was accepted by most, but not all, of the students. One student, who cannot admit that he is wrong, naturally had trouble making apologies. He refused to participate in the role playing while the students practiced making and accepting apologies.

Courtesy, manners, and community survival skills were additional elements of social training addressed by the course. The students were taught the importance of good manners. Many students have never been taught basic courtesy. Others know what they should be doing, though a reminder is sometimes necessary. For the most part, the students try to be polite and feel good about themselves when they are commended for their courtesy.
Community training is a very successful component of the OSDC Program. Once a week, a selected group of students are taken out into the community to attend shows, cultural activities and go out to eat. The students are afforded many opportunities which would not be available to them at home. They also have the opportunity to practice their courtesy out in the community. They must exhibit good behavior while participating in Community Training trips or they will not be allowed to attend the following week. Restricting participation encourages good behavior and has proven to be a very effective behavior modification tool.

Most importantly, they learn how to function in the community. For example, learning to order lunch, pay for items in a store, ride escalators and learn countless basic skills. Community Training has had a positive effect on the self-esteem and confidence of the students. The students appear to enjoy their newly developed feeling of inclusion in the community.

Vocational

The vocational OSDC Program at Dorchester High is a work-directed program. Many students enter with the expectation that they will graduate having been placed in a job. The aim of the six-year course is to teach work skills and instill a positive work attitude in the students.

To some students, the concept of work while in school is not always understood or accepted. Students who do not
want to leave their friends often get themselves fired intentionally so that they can return to school. The prospect of monetary compensation for work does not always replace the desire to stay at school and have "fun."

The students understand the necessity of money. As the questionnaire indicated, many students are willing to work to make money to contribute to their families. Other students said that they would save money at home or in the bank. Their demonstrated understanding of the benefits of having money should result in their wanting to learn the skills that enable them to work and make money. Most of the students want to work but are still reluctant to leave their friends and teachers at school.

A representative from a local bank came to the class and spoke about banking. Her presentation was effective and cleared up some of the misgivings the students had about banks. She explained to the class what the bank did with the money they deposited. A few students thought that the bank "took" their money. The representative gave the students five dollar vouchers towards the opening of a new account in the bank's branches close to their homes.

**The Bears Den Program**

The Bears Den Program appears to have a positive effect on the students. They reported learning cooking, cleaning, math and writing. Skills learned in this work simulated
setting would later be transferred to the supervised job site.

In the questionnaire, the student cited the job-related skills that they were learning as a positive feature of the Bears Den. Community Training was also mentioned in a positive way. One student said that she "loved it!" The negative side of the Bears Den was strikingly similar to the positive side. The students expressed their aversion to job related skills such as cooking, cleaning, and sweeping the floor. In spite of the dishwasher in the kitchen, one student mentioned that she did not like doing the dishes.

This paradox indicates that the students have learned the work skills but have not yet been able to transfer them to the work place either because they do not want to work or they do not want to leave school. This collection of negative feelings must be reversed to positive, enthusiastic feelings for work.

Most of the students want to work, if not now, someday. They understand that the money they earn will be a personal contribution to their families. Generally, the students are aware that they will be able to use money for their personal needs and desires.

It appears that a few students in the Bears Den will never succeed in the work place because of their negative feelings towards work. Lack of support and encouragement from home reinforces this attitude. For example, one
student showed great work potential and functioned successfully in the work place. However, when she was offered a permanent job, she was not allowed to accept it because her father said, "You don't have to work." This attitude is counterproductive to the goals of the Bears Den and the OSDC program.

Summary

Throughout the questionnaire, students expressed a desire for normalization. Although many students were not expressive on the topic, they did indicate an understanding and relationship to the "normal life." The answers given by the students to the questionnaire were consistently similar in that the students want to be accepted, praised and liked by their parents, teachers, and peers.

The results of the study and questionnaire indicated a definite need within the program for more emphasis on work-related activities. The students are very happy in the school environment but seem reluctant to enter the supervised job site.

The Self-Book was an accomplishment for the participating students. The book was presented by the students to their parents at a parent/teacher picnic. The significant number of parents attending were delighted and proud. The students were also proud of their work. Some parents photographed the students with their books.
The staff felt the development of the Self-Book was a step toward further reinforcing self-esteem and an awareness of the self.
Questionnaire Analysis

Question 1. Who is your best friend?

Most students have a need and appreciation for friendship. Generally, they do not have a great number of friends but feel close to one or two people. Most of their friends are parents, siblings or fellow classmates. The students do not appear to have friends who are contemporaries outside of school or the family.

Friendships among the students can be short or long term. Some students will identify a fellow student as a best friend one day and someone else the next. Other students cultivate friendships that last throughout their years at school together. Even the closest of students seldom socialize with each other outside of school.

Table 2
Who is your best friend?

<table>
<thead>
<tr>
<th>Name</th>
<th>Best Friend</th>
</tr>
</thead>
<tbody>
<tr>
<td>John</td>
<td>My brother.</td>
</tr>
<tr>
<td>Anisha</td>
<td>I have two friends but I only have one close one.</td>
</tr>
<tr>
<td>Cornelius</td>
<td>Luan (a fellow student)</td>
</tr>
<tr>
<td>Kwania</td>
<td>Elena (her sister).</td>
</tr>
<tr>
<td>Tanya</td>
<td>Sister Gibson.</td>
</tr>
<tr>
<td>Larry</td>
<td>William, Cornelius, Jomel (fellow students).</td>
</tr>
<tr>
<td>Fernando</td>
<td>I do not have many friends, only my mother and the bus drivers.</td>
</tr>
<tr>
<td>Tyrone</td>
<td>I have two</td>
</tr>
</tbody>
</table>
Question 2. What do you do when you are with your friends?

All of the students talked about activities that they share with their friends. Common activities among the students were going out to eat, going to movies or playing sports. Some students spoke of activities within the home including talking on the phone, talking to their family members, talking to themselves, or listening to music.

All evidenced a feeling of happiness expressed through communication or interaction with friends.

Table 3

<table>
<thead>
<tr>
<th>Name</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>John</td>
<td>Go out to eat. Play basketball and talk together.</td>
</tr>
<tr>
<td>Anisha</td>
<td>Take long walks, talk about problems, boyfriends. Talk on the phone. Go places and play basketball.</td>
</tr>
<tr>
<td>Cornelius</td>
<td>Go out or something for pizza---Papa Gino's.</td>
</tr>
<tr>
<td>Kwania</td>
<td>Go to movies and hang out.</td>
</tr>
<tr>
<td>Tanya</td>
<td>Go to eat. Listen to music and sing at Church.</td>
</tr>
<tr>
<td>Larry</td>
<td>Play games and have fun.</td>
</tr>
<tr>
<td>Fernando</td>
<td>I talk to my mom about busses. I like to talk to myself because sometimes people don't understand me.</td>
</tr>
<tr>
<td>Tyrone</td>
<td>Go to movies---long ride to New Hampshire. Go out with my uncle who is 18 and my sister is 34.</td>
</tr>
</tbody>
</table>
Question 3. What do you like about your friends?

All of the students reflect happy, caring experiences when talking about their friends. One student expressed his appreciation of his mother's love and concern for him. Another student, who takes care of her younger siblings, likes her friends because they trust her and help her realize her responsibilities.

Friends and pleasant activities with friends are important to the students.

Table 4

What do you like about your friends?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>John</td>
<td>They are nice.</td>
</tr>
<tr>
<td>Anisha</td>
<td>They make me laugh. They make me realize school is important and I have responsibilities. They trust me.</td>
</tr>
<tr>
<td>Cornelius</td>
<td>He is good.</td>
</tr>
<tr>
<td>Kwania</td>
<td>Going places.</td>
</tr>
<tr>
<td>Tanya</td>
<td>They are nice.</td>
</tr>
<tr>
<td>Larry</td>
<td>They like to play and like the movies.</td>
</tr>
<tr>
<td>Fernando</td>
<td>I like my mom because she takes care of me. She cooks for me and worries about me when I'm not home.</td>
</tr>
<tr>
<td>Tyrone</td>
<td>They care about me a lot. They give me things. They take me places.</td>
</tr>
</tbody>
</table>
Question 4. What do you think your friends like about you?

The students expressed positive feelings about themselves including their perception of themselves as good people, friendly and with a sense of humor. One student thought of herself as a problem solver and as giving good advice. Another student recognized that his mother appreciated him for shoveling snow. Here he was able to draw a connection between work and contributing to the family to gain their appreciation.

Table 5
What do you think your friends like about you?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>John</td>
<td>My style.</td>
</tr>
<tr>
<td>Anisha</td>
<td>I listen and give good advice. I am a problem solver. My sense of humor.</td>
</tr>
<tr>
<td>Cornelius</td>
<td>They like me—good student.</td>
</tr>
<tr>
<td>Kwania</td>
<td>I'm friendly and nice.</td>
</tr>
<tr>
<td>Tanya</td>
<td>I'm nice. I'm a good person.</td>
</tr>
<tr>
<td>Larry</td>
<td>I have a nice personality and friendly.</td>
</tr>
<tr>
<td>Fernando</td>
<td>My mom likes when I shovel snow but she doesn't want me to shovel too much. She cares about me and that's why she doesn't want me to work too hard.</td>
</tr>
<tr>
<td>Tyrone</td>
<td>I'm a nice person. I do a lot of things for them.</td>
</tr>
</tbody>
</table>
Question 5. Do you ever feel sad?

All of the students have experienced the feeling of sadness. Only one student denied that she has felt sad. However, her instructor has observed her crying because a peer had "lied on her," which means accusing her of doing something she has not done. This student cares how the teachers perceive her and is sad when she feels that her image has been tarnished.

Table 6
Do you ever feel sad?

<table>
<thead>
<tr>
<th>Name</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>John</td>
<td>Yes.</td>
</tr>
<tr>
<td>Anisha</td>
<td>Yes.</td>
</tr>
<tr>
<td>Cornelius</td>
<td>Yes.</td>
</tr>
<tr>
<td>Kwania</td>
<td>Yes.</td>
</tr>
<tr>
<td>Tanya</td>
<td>No.</td>
</tr>
<tr>
<td>Larry</td>
<td>Yes.</td>
</tr>
<tr>
<td>Fernando</td>
<td>Yes.</td>
</tr>
<tr>
<td>Tyrone</td>
<td>Yes.</td>
</tr>
</tbody>
</table>
Question 6. When you feel sad, do you know why?

Students seemed to understand the feeling of sadness. Most remembered experiencing this feeling through sickness or death. For example, one student was sad when he worried about his mother being ill and leaving him alone. Another student was sad about her mother's death and her grandmother's illness. A third student, whose mother died this year, expressed sorrow that he could not be a superstar.

Some expressed feelings of anger mixed with sadness when their peers told lies about them, when they are lonely or when someone does not like them.

Table 7

When you feel sad, do you know why?

<table>
<thead>
<tr>
<th>Name</th>
<th>Reason</th>
</tr>
</thead>
<tbody>
<tr>
<td>John</td>
<td>When somebody doesn't like me.</td>
</tr>
<tr>
<td>Anisha</td>
<td>When I think about my family. When I think about the people I hurt. And I think about my grandmother sick or my mother dead.</td>
</tr>
<tr>
<td>Cornelius</td>
<td>Unhappy, bored.</td>
</tr>
<tr>
<td>Kwania</td>
<td>When people tell lies about me.</td>
</tr>
<tr>
<td>Tanya</td>
<td>I don't.</td>
</tr>
<tr>
<td>Larry</td>
<td>When someone makes me mad.</td>
</tr>
<tr>
<td>Fernando</td>
<td>When my mom is sick I cry for her because I do not want to be alone. I worry about her.</td>
</tr>
<tr>
<td>Tyrone</td>
<td>When I'm alone in my room I think about super stars and I'm sad when I can't be them.</td>
</tr>
</tbody>
</table>
Question 7. What makes you feel better?

When the students were sad, friends were most effective in making them feel better. It seems that the acceptance and affection of friends are an important consolation to the students. There were a few exceptions: one student, who does not have many friends, felt better when his mother was well. Another student answered that food made him feel better.

While the majority of students are able to understand their feelings of sadness enough to articulate what makes them feel better, two students gave no answer to the question. In one case, the student did not answer because she denied her feelings of sadness. In the other case, the student may want to resist feeling better so that he can prolong the attention that he receives when he is sad.

Table 8

What makes you feel better?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>John</td>
<td>Not answered.</td>
</tr>
<tr>
<td>Anisha</td>
<td>Stay alone in my room.</td>
</tr>
<tr>
<td>Cornelius</td>
<td>Food.</td>
</tr>
<tr>
<td>Kwania</td>
<td>When my friends are nice to me.</td>
</tr>
<tr>
<td>Tanya</td>
<td>Not answered.</td>
</tr>
<tr>
<td>Larry</td>
<td>Friends.</td>
</tr>
<tr>
<td>Fernando</td>
<td>When she is well.</td>
</tr>
<tr>
<td>Tyrone</td>
<td>To have friends.</td>
</tr>
</tbody>
</table>
Question 8. What do you enjoy most about coming to Dorchester High?

The students reflected a desire to come to Dorchester High School because it was fun. They appear to enjoy playing basketball and other sports in their daily gym class. Educational TV programs and home videos of class members are popular. Vocational academics, such as math, were enjoyable to at least one student.

The most common response was that the students enjoyed coming to school because of the teachers. It seems that the social aspects of school are greatly valued by the students; teachers were frequently counted among the students' best friends.

Only one student did not enjoy the social aspects of school. He prefers to be alone and enjoys school because it affords him the opportunity to ride busses. Because this student has an unconventional fixation on busses, this opportunity is very important to him. (See Table 9 on p. 98)
Table 9
What do you enjoy most about coming to Dorchester High?

<table>
<thead>
<tr>
<th>Name</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>John</td>
<td>It's nice to watch TV, work and play in the gym. See Ms. Pomales.</td>
</tr>
<tr>
<td>Anisha</td>
<td>I'm forced to come. I'm pulling your leg. I love to come. The teachers are fun and nice people.</td>
</tr>
<tr>
<td>Kwania</td>
<td>I have fun in school and I come to see the teachers.</td>
</tr>
<tr>
<td>Tanya</td>
<td>It's nice. I could see the teachers every day.</td>
</tr>
<tr>
<td>Larry</td>
<td>I like the teachers.</td>
</tr>
<tr>
<td>Fernando</td>
<td>I like the Special Olympics because I get to see a lot of busses. I like to ride the bus to school. I do not like the kids in my class because they bother me. I like to be alone and talk to myself.</td>
</tr>
<tr>
<td>Tyrone</td>
<td>Playing basketball in the gym.</td>
</tr>
</tbody>
</table>
Question 9. How would you feel if you were not allowed to come to Dorchester High?

Dorchester High seems to be a significant place in the students' lives. All students indicated feeling of sadness or anger if they were not allowed to come to school.

Table 10

How would you feel if you were not allowed to come to Dorchester High?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>John</td>
<td>Sad. Angry.</td>
</tr>
<tr>
<td>Anisha</td>
<td>Mad. Angry and disappointed.</td>
</tr>
<tr>
<td>Cornelius</td>
<td>I would stay home and I would feel sad.</td>
</tr>
<tr>
<td>Kwania</td>
<td>Mad because I would not want to stay home.</td>
</tr>
<tr>
<td>Tanya</td>
<td>Sad. The teachers would be sad and miss me.</td>
</tr>
<tr>
<td>Larry</td>
<td>I would feel sad and I would call the police and make them put me in school.</td>
</tr>
<tr>
<td>Fernando</td>
<td>I would feel sad if I am not allowed to come to school.</td>
</tr>
<tr>
<td>Tyrone</td>
<td>Sad.</td>
</tr>
</tbody>
</table>
Question 10. What would you do during the day if you were not allowed to come to school?

If the students were not allowed to come to school, most responded that they would watch television and play games. Two students said that they would stay in their rooms. Only one student mentioned work as an alternative to school. Cleaning house or helping at home was not a top priority as a way to spend the day.

Only one student mentioned that she would "hang out with friends." The alternatives for the other students were largely confined to the home and seldom involved their peers. One student said that he would be mad while staying at home and another said that he would be lonely. TV seems like a pervasive and comfortable part of their lives.

Table 11
What would you do during the day if you were not allowed to come to school?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>John</td>
<td>Stay in my room, play cards. Play with my cat, go to the beach</td>
</tr>
<tr>
<td></td>
<td>with my mom and dad. Play with my CD player.</td>
</tr>
<tr>
<td>Anisha</td>
<td>Clean my room. Watch TV. Go outside and hang with my friends.</td>
</tr>
<tr>
<td></td>
<td>Pack up and go somewhere.</td>
</tr>
<tr>
<td>Cornelius</td>
<td>I would watch TV and I would be lonely.</td>
</tr>
<tr>
<td>Kwania</td>
<td>Hang out, watch TV. Clean the kitchen.</td>
</tr>
<tr>
<td>Tanya</td>
<td>Sleep.</td>
</tr>
<tr>
<td>Larry</td>
<td>Party. Watch TV. Play game. Have fun.</td>
</tr>
<tr>
<td>Fernando</td>
<td>I would either go to work or walk the streets for about two</td>
</tr>
<tr>
<td></td>
<td>hours. I would not stay home.</td>
</tr>
<tr>
<td>Tyrone</td>
<td>Watch TV and stay in my room and be mad.</td>
</tr>
</tbody>
</table>
Question 11. What do you like about the Bears Den?

The students liked learning vocational food service skills such as cooking and cleaning. They also enjoyed vocational academics. Only one student mentioned friends in the class. Going on Community Training was "loved" by another student.

The students seem to be retaining their curriculum because they mentioned cooking, cleaning, math and other vocational skills as that which is enjoyable about the Bears Den.

Table 12

What do you like about the Bears Den?

<table>
<thead>
<tr>
<th>Name</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>John</td>
<td>Learning to cook and mathematics. I like food.</td>
</tr>
<tr>
<td>Anisha</td>
<td>Cooking, cleaning, reading, writing, math. Community training. Loved it--lots of stuff.</td>
</tr>
<tr>
<td>Cornelius</td>
<td>You do math, work, cakes and cookies.</td>
</tr>
<tr>
<td>Kwania</td>
<td>How to cook.</td>
</tr>
<tr>
<td>Tanya</td>
<td>Putting dishes in the dishwasher. Learning how to cook. Paperwork and sitting down.</td>
</tr>
<tr>
<td>Larry</td>
<td>Fold napkins, word search, addition, wash dishes, clean up, wash floors, put away the dishes.</td>
</tr>
<tr>
<td>Fernando</td>
<td>I learn how to clean up after myself and to clean any of the rooms in the school.</td>
</tr>
<tr>
<td>Tyrone</td>
<td>See my friends.</td>
</tr>
</tbody>
</table>
Question 12. What don't you like about coming to class in the Bears Den?

When asked what the students did not like about coming to the Bears Den, the responses were remarkably similar. Most did not like work; sweeping the floor was particularly unpopular. Washing dishes was also unpopular which is unusual considering there is a dishwasher in the kitchen.

Table 13
What don't you like about coming to class in the Bears Den?

<table>
<thead>
<tr>
<th>Name</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>John</td>
<td>Too much work.</td>
</tr>
<tr>
<td>Anisha</td>
<td>Don't like lots of work.</td>
</tr>
<tr>
<td>Cornelius</td>
<td>Sweep the floor.</td>
</tr>
<tr>
<td>Kwania</td>
<td>Cleaning dishes.</td>
</tr>
<tr>
<td>Tanya</td>
<td>Hard work.</td>
</tr>
<tr>
<td>Larry</td>
<td>Working.</td>
</tr>
<tr>
<td>Fernando</td>
<td>I don't like to sweep the floors.</td>
</tr>
<tr>
<td>Tyrone</td>
<td>Work. Doing work.</td>
</tr>
</tbody>
</table>
Question 13. Are you working?

Three students are currently working at Citi-Cycle. Two were fired for poor attendance. One of the fired students seems to be ashamed of the fact that he was fired. Whenever he states that he is not working, he adds that he worked last year and was "fired." The remaining three students have never been placed in a job situation.

Table 14

<table>
<thead>
<tr>
<th>Are you working?</th>
</tr>
</thead>
<tbody>
<tr>
<td>____</td>
</tr>
<tr>
<td>John</td>
</tr>
<tr>
<td>Anisha</td>
</tr>
<tr>
<td>Cornelius</td>
</tr>
<tr>
<td>Kwania</td>
</tr>
<tr>
<td>Tanya</td>
</tr>
<tr>
<td>Larry</td>
</tr>
<tr>
<td>Fernando</td>
</tr>
<tr>
<td>Tyrone</td>
</tr>
</tbody>
</table>
Question 14. If so, where?

Of the three students that are working, they are all working at Citi-Cycle located at Latin Academy. These students have the potential to be hired on a long-term basis. The question did not apply to the four students who are listed as having given "no answer." One student, who is not working, mentioned that he had worked at Citi-Cycle last year.

Table 15

<table>
<thead>
<tr>
<th>Name</th>
<th>If so, where</th>
</tr>
</thead>
<tbody>
<tr>
<td>John</td>
<td>Citi-Cycle--last year.</td>
</tr>
<tr>
<td>Anisha</td>
<td>No answer.</td>
</tr>
<tr>
<td>Cornelius</td>
<td>Citi-cycle.</td>
</tr>
<tr>
<td>Kwania</td>
<td>No answer.</td>
</tr>
<tr>
<td>Tanya</td>
<td>Latin Academy.</td>
</tr>
<tr>
<td>Larry</td>
<td>No answer.</td>
</tr>
<tr>
<td>Fernando</td>
<td>Latin Academy. I work with aluminum.</td>
</tr>
<tr>
<td>Tyrone</td>
<td>No answer.</td>
</tr>
</tbody>
</table>
Question 15. If you are not working, would you like to work?

The five students that are not working indicate that they would like to work. However, two of those five indicate that they want to work in the future but not right now.

Table 16

If you are not working, would you like to work?

<table>
<thead>
<tr>
<th>Name</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>John</td>
<td>I would like to work again.</td>
</tr>
<tr>
<td>Anisha</td>
<td>No. Not until I finish school. After school I would like to work to pay for college.</td>
</tr>
<tr>
<td>Cornelius</td>
<td>No answer.</td>
</tr>
<tr>
<td>Kwania</td>
<td>Yes.</td>
</tr>
<tr>
<td>Tanya</td>
<td>No answer.</td>
</tr>
<tr>
<td>Larry</td>
<td>Yes.</td>
</tr>
<tr>
<td>Fernando</td>
<td>No answer.</td>
</tr>
<tr>
<td>Tyrone</td>
<td>Some day.</td>
</tr>
</tbody>
</table>
Question 16. What do you do/would you do with the pay you receive?

Students seem to understand the concept of money and necessity of having it. Five students indicated that they would give some of their money to their families to pay the bills and buy food. Personal savings and the desire to purchase clothing were reflected in seven answers. One student intended to save his money for college. Another student insisted that he save his money at home because he does not like banks.

Table 17

What do you do/would you do with the pay you receive?

<table>
<thead>
<tr>
<th>Name</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>John</td>
<td>Save it. Give it to my parents. Money and birthdays.</td>
</tr>
<tr>
<td>Anisha</td>
<td>Save it for college.</td>
</tr>
<tr>
<td>Cornelius</td>
<td>Put it in my pocket. Mom uses it to buy stuff. I am helping the family and put some away.</td>
</tr>
<tr>
<td>Kwania</td>
<td>Buy clothes. Give some to my mother.</td>
</tr>
<tr>
<td>Tanya</td>
<td>I put it in the bank. Give some to my mother to buy food.</td>
</tr>
<tr>
<td>Larry</td>
<td>Pay bills for my mom. Save it and go on a trip.</td>
</tr>
<tr>
<td>Fernando</td>
<td>I save it in my house. I do not like banks. I sometimes buy shoes, clothes and toys I like.</td>
</tr>
<tr>
<td>Tyrone</td>
<td>Spend it.</td>
</tr>
</tbody>
</table>
Question 17. Do you go to out after school?

Over half of the students stay home after school. The students who do not stay home, go out with their family members or to an after school program. The free time for most of the students is generally structured or supervised, in part because of violence in their neighborhoods.

Table 18

Do you go out after school?

<table>
<thead>
<tr>
<th>Name</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>John</td>
<td>No. I watch TV and do my work. I play with my cat.</td>
</tr>
<tr>
<td>Anisha</td>
<td>No. I only go out on weekends to stay out of trouble. It's boring around my way. Shooting on my street.</td>
</tr>
<tr>
<td>Cornelius</td>
<td>Yes.</td>
</tr>
<tr>
<td>Kwania</td>
<td>No.</td>
</tr>
<tr>
<td>Tanya</td>
<td>Yes.</td>
</tr>
<tr>
<td>Larry</td>
<td>Yes.</td>
</tr>
<tr>
<td>Fernando</td>
<td>No.</td>
</tr>
<tr>
<td>Tyrone</td>
<td>No.</td>
</tr>
</tbody>
</table>
Question 18. If you go out after school, where do you usually go?

Not all the students go directly home after school. Many of the students go shopping with their families and friends. They also go to various restaurants. One student spoke of after school sports he participated in while at another school. Another student constantly attends an after school program.

Table 19

If you go out after school, where do you go?

<table>
<thead>
<tr>
<th>Name</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>John</td>
<td>Sometimes with my dad to the beach or backyard.</td>
</tr>
<tr>
<td>Anisha</td>
<td>No answer.</td>
</tr>
<tr>
<td>Cornelius</td>
<td>Shopping with my mother.</td>
</tr>
<tr>
<td>Kwania</td>
<td>Shopping with my mother and sister.</td>
</tr>
<tr>
<td>Tanya</td>
<td>To my after school program.</td>
</tr>
<tr>
<td>Larry</td>
<td>Walk with my mom to the store, Dudley Station, Kentucky Fried Chicken and Farmers market.</td>
</tr>
<tr>
<td>Fernando</td>
<td>At Charlestown High, I played and watched basketball games. After school now, I just go home.</td>
</tr>
<tr>
<td>Tyrone</td>
<td>No answer.</td>
</tr>
</tbody>
</table>
Question 19. What do you think it means to be successful?

Although the word successful resulted in a broad range of responses, there were some common themes. Three students said going to college meant success. One student mentioned that he wanted to go to college on scholarship. This answer indicated that he realized that going to college costs money and/or he felt that a scholarship would attest to his academic distinction. Looking good, attitude and manner were also considered indicative of success.

One student appeared to be trying to succeed by working hard and "getting her life together." She also expressed concern for her grandmother in her answer. Being the first in her family to go to college is very significant to her because her grandmother would like her to do it.

One student thought that style, attitude and being delightful was success. He believes that if he has style, if he looks good, he will be admired and accepted by his friend and acquaintances. If his attitude is delightful, he will be a pleasure to his friends and family.

Throughout all the questions, the answers seemed to reflect that being good, polite, looking good, going to college and caring for others meant success. The one exception to this pattern was the student whose only success would be to own a private bus.
## Table 20

What do you think it means to be successful?

<table>
<thead>
<tr>
<th>Name</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>John</td>
<td>Success means nice student, graduate and get a job. Go to college, Style and attitude—delightful.</td>
</tr>
<tr>
<td>Anisha</td>
<td>When you make something good happen, you work hard, good life and good education. When you get your goal, get life together. Making a name for yourself. I have a grandmother. I'll be the first in my family to go to college. I'm afraid to leave my grandmother. I need to help her. My brothers help her. We try to keep her out of the kitchen. Salt is bad for her.</td>
</tr>
<tr>
<td>Cornelius</td>
<td>I will get a scholarship to college. Roxbury when you graduate.</td>
</tr>
<tr>
<td>Kwania</td>
<td>To look good. To make money.</td>
</tr>
<tr>
<td>Tanya</td>
<td>To be good. To talk softly. don't bother people and do all my work. To be grown up like you.</td>
</tr>
<tr>
<td>Larry</td>
<td>If you are an adult and you are nice, polite.</td>
</tr>
<tr>
<td>Fernando</td>
<td>My only success would be to own a private bus.</td>
</tr>
<tr>
<td>Tyrone</td>
<td>To have friends.</td>
</tr>
</tbody>
</table>
Question 20. What do you do to make your family happy?

The students seem to know what makes their family members happy. They talked about cooking, doing dishes, cleaning and doing other household responsibilities. Positive behavior at school was another way to make families happy. This suggested that families supported the school and recognized its importance to the student's success.

Loving, hugging, staying out of trouble, and being good were commonly mentioned as ways to make the family happy.

Table 21

What do you do to make your family happy?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>John</td>
<td>Talk to them—I am a good son to them. I listen to them. Be nice</td>
</tr>
<tr>
<td></td>
<td>to them—I'm nice in school.</td>
</tr>
<tr>
<td>Anisha</td>
<td>A lot of things. Clean, cook, help Grandma, try not to put</td>
</tr>
<tr>
<td></td>
<td>off all the problems on her. Stay out of trouble from drugs.</td>
</tr>
<tr>
<td>Cornelius</td>
<td>I hug my mom and dad. I make them happy. I set the table, put</td>
</tr>
<tr>
<td></td>
<td>out knives and forks, three cardboards [placemats].</td>
</tr>
<tr>
<td>Kwania</td>
<td>To help at home.</td>
</tr>
<tr>
<td>Tanya</td>
<td>Wash dishes. Sweep the floor. Make the bed and close the blinds.</td>
</tr>
<tr>
<td>Larry</td>
<td>Cook for them. Buy presents. Love them.</td>
</tr>
<tr>
<td>Fernando</td>
<td>My mother is happy when I am happy. So when I ride busses she's</td>
</tr>
<tr>
<td></td>
<td>happy.</td>
</tr>
<tr>
<td>Tyrone</td>
<td>Be good in school.</td>
</tr>
</tbody>
</table>
Question 21. Do you like yourself?

Six students like themselves. One student is very happy about himself: "The best part of Cornelius Love--it's me." Two students mentioned feeling proud of themselves and of their teacher. Another student is proud of his nice clothes. Two students were not feeling so positive. One commented, "If I liked myself, I wouldn't smoke."

Most students were very pleased with themselves and wanted to be liked. The two students who do not like themselves indicated either they did not want to hurt anyone or recognized that "acting silly" did not please them or anyone else.

Table 22

<table>
<thead>
<tr>
<th>Name</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>John</td>
<td>Yes, my clothes. I'm a good kid. I'm proud of myself.</td>
</tr>
<tr>
<td>Anisha</td>
<td>No. Never did. I have a temper and I'm afraid of hurting people when I'm angry. If I liked myself, I wouldn't smoke.</td>
</tr>
<tr>
<td>Cornelius</td>
<td>Yes. I am cute. Girls like me. Oh yes! I seem them at the store. The best part of Cornelius Love, it is me. You are sensible because you like me.</td>
</tr>
<tr>
<td>Kwania</td>
<td>Sometimes, I don't like to get in trouble.</td>
</tr>
<tr>
<td>Tanya</td>
<td>Yes. I am a nice person. I watch TV and use the phone. I am proud of myself. I am proud of you [teachers] helping me out.</td>
</tr>
<tr>
<td>Larry</td>
<td>Yes. I like myself very much.</td>
</tr>
<tr>
<td>Fernando</td>
<td>I do like myself. People like to talk to me.</td>
</tr>
<tr>
<td>Tyrone</td>
<td>Don't like--acting silly too much.</td>
</tr>
</tbody>
</table>
CHAPTER V
CONCLUSIONS AND RECOMMENDATIONS

The purpose of the study was to determine if there is a relationship between self-perceived self-esteem, self-awareness and successful job experience for mentally retarded students enrolled in the OSDC program at Dorchester High School.

The development and administration of a questionnaire provided the instructor with an in-depth understanding of the students' inner perceptions of themselves and their personal abilities.

The students who participated were chosen by the individual teachers who teach the students on a day to day basis. The daily instructors have seen the student in many situations and their evaluations are based on years of experience with the students.

The ages of the students ranged from 15 to 20 years of age. Five boys and three girls participated.

Parents of the selected students received a description of the class, objectives and goals. Also included was a separate letter requesting permission for the participation of the student.

The major criteria for selection was to select those students whose behavior reflected possible recognizable low self-esteem.
The self-esteem course component began on schedule. The first class was an introduction or preview of the forthcoming classes and activities. After the goals were clearly introduced the participants were given an opportunity to ask questions and voice their positive and negative feelings concerning the class.

The component was scheduled to continue for a six-week period consisting of three 40-minute periods a week.

The inclusive topics were Family, Educational, Personal, Vocational and Social aspects relating to the lives of the participants.

The weekly sessions consisted of discussions, activities and personal reactions ultimately concluding with a product which was a book written and correlated by the students about themselves on "self." Sections were completed on a weekly basis and the final individual product was completed during the last two sessions of the sixth week.

After completion of the individual "self book" the project was ready to present to class, teachers and parents.

The annual spring picnic was a perfect time for this presentation. The families were sent invitations to the picnic. Food was prepared by the participating students. There was much enthusiasm and excitement.

On the day of the picnic, parents, friends and relatives arrived to participate in the presentation of the
final project. Each student presented their work at the appointed time. Some were very nervous but soon began to relax after receiving positive reactions from the audience. It was evident that there was positive interaction between students and parents. Much praise, many pictures and voices exclaiming appreciation was exchanged.

The participating students were delighted with their completed book. Those students who admired the work were excited. Many expressed an interest in participating in the next session.

Some of the Questions to be Answered

Did the student recognize any contributions that the Food Service Program had made to their personal development?

The students indicated that they learned vocational food service skills which included cooking, cleaning, and vocational oriented academics such as monetary computation, measurement, reading and basic computer skills. The students seemed to recognize the desire and necessity for present and future work and the relationship and importance of school attendance to achieve this goal. Most students realize that participation in the OSDC Program at Dorchester High School is the first step or prelude to placement in a supervised job placement and eventual permanent job placement.

Did the students recognize any contribution that the Food Service Program made to the personal development?
The students expressed their likes and dislikes in relation to the contents of their present food service program. The students were constantly reminded that the vocational skills that were learned at school would transfer to a successful work experience in the future.

Many of the students have responsibilities of taking care of siblings at home. Among the varied responsibilities is meal preparation. Students have often related their experiences cooking for their families. Recipes and cooking skills learned at school in the cooking classes have often been transferred to home use.

To what degree is success understood and considered important by the students? The responses indicated an understanding of clear notion of "success." The varied responses reflected success to mean looking good, earning money, receiving scholarships to college, having friends, and finally and importantly working. One particular student is obsessed by the possibility of owning a bus or busses when he graduates from the program at Dorchester High School.

These responses indicate that the students individually have different ideas and understanding of the importance of success. These individual perceptions must be considered.

Is it possible to determine the dynamics of the food service program at Dorchester High School and document self-esteem through the questionnaire? Through the questionnaire
it was possible to determine the dynamics of the food service program. The responses to the questions, for the most part, reflected a positive attitude toward the OSDC Program at Dorchester High. An understanding of the vocational curriculum was reflected through the questionnaire. The students seemed to understand the importance of transferring these vocational skills learned at school to successful work experience and home life.

Some of the positive responses included learned skills to include basic cooking, cleaning, dish washing, and computative money skills. The successful social interaction with friends was very important to the students. One female student summarized her experience in the program by stating she, "Loved it--I liked lots of stuff."

Do students recognize positive productivity in school and work? Students of all handicaps and abilities in the OSDC Program seem to know when they are doing well. Most of the students try to be successful and want to be recognized for their success. Some students require more immediate reinforcement than others do. The teachers that work with the students daily have a better understanding of the individual personalities and needs of the students.

Placement in a work site indicated to most students that they have successfully succeeded with positive productivity at school, and they are ready enter the world of work.
Recommendation for placement in a work site must come from the teachers and counselors in the OSDC Program. The appointment and recognition to the student is a positive reflection of self.

The student is placed in a work site under the supervision of a job coach and an OSDC teacher from Dorchester High School. The supervising teacher reports back to the instructor at the school indicating the progress of the student at the work site. Positive reports encourage the student to continue working hard. Punctuality and maintaining good behavior are emphasized.

Negative productivity is addressed with individual and group instruction. Positive reinforcement and work monitoring resulted in development of improved work skills.

The students who had not entered the job site were observing. They were encouraged when they saw their classmates helped through their work difficulties. These observations heightened their desire to work hard on an actual job site with their friends.

Is work important to the students? The answers to the questionnaire indicated that working in a job was important to the students. The first factor indicated the rewards of work results in monetary rewards.

Some of the students who are not in the graduation year indicated that they would rather not work but the money incentive stimulated a positive response.
The possibility of losing governmental subsidies has become a threat and often kept the student from experiencing enthusiasm for the job.

Has there been a noticeable change in behavior during the students attendance in class and outside class situations? There has been a noticeable change in the behavior of many of the students since the class started.

One particular student usually spent a lot of time creating trouble, walking the halls, leaving her classes, and appearing in any random class she wanted to attend. In the classroom, she was noisy and disruptive.

Since her participation in the "self" classes, she has shown an interest in her classes. She is not often late and has kept to her daily schedule of class assignments. She has not had as much conflict with her peers. The OSDC staff and other faculty members in the building have recognized her improved behavior.

This student was not the only student in the program who had a disregard for the rules. A large percentage of OSDC students were arriving late to class, talking in the halls, and disrupting their classes.

The administrators and faculty show considerate and concern for the OSDC students at Dorchester High School. The students have been observed taking advantage of this consideration resulting in an attitude of immunity to the rules and regulations of the school.
Those students who participated in the "self" classes have made a noticeable effort to arrive in class before the bell. Other students seem to be following their example.

This pattern of behavior changed and the numbers of students who are punctual increased. The students are not spending as much money in the school store and the hall patrol has been minimized.

Another noticeable change of behavior is the increased enthusiastic desire for conversation and oral discussion of their individual families. Many stories about happy family as well as unhappy or unpleasant events were exchanged. Most of the students are very concerned about each other and willing to help when there is a need.

It has been observed and often requested by the faculty that certain students translate for the teachers, administration and other limited non-English speaking students when there is a need.

A noticeable change in behavior was reflected in the increased effort to improve functionality to class and improved class attendance.

Many students have been involved in very frightening experiences. They express concern about being shot or attacked in their own neighborhood.

Another very noticeable observation is the frequency in which the students talk about their families and family events. This is a new experience for most of the students.
In the past they were very reserved and not very verbal concerning their personal life. Exchanging stories about happy and sad experiences seemed to release many feelings and result in a positive interaction with peers.

A very big concern expressed by the students is safety in their neighborhoods. Many are asked to go to local stores for their families but some reflected concern about being shot or attacked. Some students have actually had relatives die or be seriously hurt. Expressing these concerns with each other seemed to relieve anxiety and open better communication skills.

It was intentional that the instructor open positive discussions among the students without disregard for the practice of streetwise caution.

The observation of one teacher reported that a female student exhibited more controlled behavior after the discussions. The particular student had a reputation for exhibiting disruptive behavior. The behavior of this student exhibited more control and the time needed to settle down was reduced.

Another male student who had exhibited violent behavior in school attended the "self" sessions. He was under the supervision of a probation officer due to a past record of attacking a teacher. His major fear is that he will lose control of his temper and get into trouble again which would result in being sent to jail.
He has been observed making a concerted effort to control his temper by leaving the situation, changing activities or talking about his feelings with an instructor. He has expressed his fears to many teachers and stated that he goes to church every Sunday to pray he can stay out of jail. Previous to his "self" classes he would not show any concern for his actions. There has been a great improvement and he is better able to express his feelings. He does still sit by himself but many teachers reported that he has shown concern for those students who are having any problems with behavior.

All these findings and observations were positive results of the questionnaire. The series of lessons seem to have had a positive effect on the participating students: the result seemed to be improved controlled behavior inside and outside the class.

Did parents take an active part in the participation of the student at home and school? Were they pleased with the results? If there were an opportunity for their child to participate again in the program, would they approve? The participation of the parents at the onset of the course was limited. Enthusiasm was shown through permission slips and daily stories taken home to the parents. The students often expressed or related the positive comments that their parents had given them at home. The students were very
proud of their work and very happy that they had been chosen
to participate.

Two separate families arrived at school during the actual "self" classes. The guardians of the remaining student participants were unable to attend. The students all participated and did not appear to feel neglected.

Another activity that the parents attended was a luncheon that was prepared by the OSDC students. This occasion provided another opportunity for the students who were participating in the "self" program to display their work to parents and peers. During and at the culmination of the luncheon the parents expressed pride and were very interested in the work that their child had done in the "self" sessions. The luncheon provided another opportunity to show their work.

Students returned to school the next day and told their teachers about talks that they had at home with their parents after the luncheon. Some expressed delight that their family talked about the work that was done at school and more importantly gave them praise.

Most of the parents have great difficulty attending any school activity during school hours. Work schedules and home responsibilities do not allow much flexibility in their time. Often parents have taken a taxi to school at great cost to them. Teachers and administrators provide as much
transportation as possible to any parent in order to make the school and the activities more accessible.

Within the student population at Dorchester High School there are more than seven spoken languages with many dialects. Many of the parents of the students in the OSDC Program only communicate in their native language. Whenever possible the administration makes every attempt to hire an interrupter for the parents when they are attending a school function. Often another child in the family will fill in when needed. Although this effort is made to make the parent feel comfortable the parent becomes intimidated and will not come to the school.

Those parents who attended the closing picnic were very happy and did not seem intimidated. A Spanish interpreter was available for those parents who did not speak English. Many of the students wanted to speak for their parents.

The picnic was a very happy occasion for all those attending. The families expressed pride in the accomplishments of their children. Many pictures were taken, and all the students praised the participants of the "self" program. This occasion was a very appropriate conclusion for the students, instructors and families.

Approval for any future program participation would, for the most part, be positive. Most of the parents of the OSDC students are anxious for their children to be exposed to motivating experiences and instruction. They recognize
the "self" of their children and the need for the student to possess a strong positive image in order to succeed and participate in an independent life.

Although parents have indicated their positive support through letters and phone calls with teachers and some specialists, their infrequent physical presence at school is missed. Students enjoy their parents' participation in activities of the school program or they simply liked to be watched while doing their work in class. For most of the parents, this form of participation is impossible due to conflict in work schedules, responsibilities at home, uncomfortable feelings concerning coming to school or various reasons. Without this physical participation, some problem solving is left to the school staff.

What factors contribute to the development of positive and negative self-esteem during the years at Dorchester High School? A positive contributing factor influencing the development of positive self-attitude for the OSDC is acceptance, support and guidance from home. Many of the students do not feel that they are important members of the family unit. When there is positive support the students feel better about themselves and their attitude toward themselves and others is reflected in good social behavior and better work productivity.

The students within the program are emotionally fragile and seem to need continued reinforcement. They will
constantly ask their teachers, classmates, and anyone in close proximity "Are you my friend?" A positive response is expected but if it is not received for some unexpected reason the entire attitude of the student changes in all aspects of school participation. Once the negative response has reversed the student completely changes their attitude to one reflecting positive behavior and self-esteem.

Self-control for many is most difficult in conflictive situations. It is a very difficult emotion to understand. Many of the students do not have the ability to think through situations when under stress and conflict. Often they will enter into feelings of challenge and low self-esteem causing the student to react violently and without thinking.

The students who appear to have stronger, positive self-esteem are or have been observed being less aggressive, reflecting positive behavior and productive work skills. They are better able to respond to correction in a positive manner. Those students who have a difficult time controlling their tempers appear to have improved. More often they either leave a potentially combative situation or try to talk over the problem with the teachers or combative student. This type of behavior has occurred more often than in the past. It is a goal of the program to develop and maintain self-confidence and positive self-esteem within the
students through one-to-one communication and class experiences.

The students who attended the OSDC Program at Dorchester High School are given much reinforcement and praise. Most of the students react in a positive manner reflected in better behavior, improved listening skills and an overall willingness to complete their assigned task. They seem to become more flexible to sudden changes in the planned program curriculum or extra curricular activities.

There are infrequent negative responses when praise comes from staff and administrators. In those instances the students who are not accustomed to positive responses or reactions must learn to accept the compliment with poise and grace. This behavior has to be taught.

Positive sheltered work and independent living experiences results in a more positive self image within the student. When the student feels good and accepted, the work productivity is higher, behavior problems decrease, and the general attitude is one of a more normalized person.

Within the confines of the classroom the students appear to be comfortable and secure. Some students when removed from this environment and placed in a supervised job site, experience a partial regression. They become insecure and deliberately get fired to return to school to rejoin their peers.
The problem of the students wanting to return to school is one of concern and must be addressed by the staff with the cooperation of the parents and job site counselors. The students must be motivated through class training to understand the importance of the job as a security for their future. Many students find it difficult if not possible to project themselves out of the school setting and participating in the world of work. When their formal school education is ended after six years it is a shock.

Is self-esteem lost or altered after graduation? Self-esteem is lost or altered after graduation for many if not all of the students. The loss is individual and at varying degrees. Most of the students experience their most productive years while attending Dorchester High School. They respond to the individual attention, monitored instruction and constant remediation.

The students who do not have family support and encouragement during the high school years lack the incentive and enthusiasm to work resulting in lost or at least delayed self-esteem and productivity.

After graduation when supervised independence is expected, some students find it difficult to successfully function without this school support. The result more often than not results in the loss of established employment, drinking and drug involvement. For example, one young lady who graduated at age 22 was employed in a respectable
position during her last two years at school. At the time of her supervised employment the reports of her work were very good. Soon after graduation her work performance declined. She became pregnant, lost interest in her job and was fired. During her frequent visits to Dorchester High School she brought her son with her. She appeared very proud of this child. A former female teacher asked her if she was working. She replied, "Oh no, I'm a mom like you teachers." Her goal was to have children, not realize success at work. During further inquiry she was asked how she supports her baby and herself. She reported receiving support "by check of course." Former students have voiced similar reactions. The supporting financial supplement of welfare and WIC programs from the government seems to be the expected form of income. Financial need is satisfied without the desire to work.

The employment rate drops after graduation. Various reasons may influence this decline. Lack of family encouragement and interest, void from separation from the school support team of students and teachers result in the loss of emotional support, self-esteem and employment interests. All these factors influence the student's employability.

After graduating from the Dorchester High School OSDC program the responsibility for the overall supervision of the students transfers to the home and community.
Continuous encouragement must be present for the child to learn to live a meaningful productive life. These young adults must be constantly encouraged to feel positive about themselves resulting in productive work and successful daily living. Supervision must be as constant in order to guide the student away from harmful, destructive situations such as gang involvement, liquor and drugs. Often after leaving the school community, which has been a security base for the student, involvement in destructive behavior has become more common. The security base does not always transfer from school to home. A sense of belonging is a very vital concept to the students. Many of the students are not encouraged to work after the transition from high school to the work force. Work is subsidized with a welfare check and a need to work is not realized. Work is not expected or necessary, the students do not experience the self-esteem that is realized through work. They miss the self-satisfaction of a successful job, socialization with co-workers and monetary rewards.

In spite of the prominent dip in the employment rate of some of the students, there are those who have sustained a job after graduation. They have stayed on the job for many years and become productive members of the community.

Many students who participated in work-study program had a positive record of success. They did well working under a job coach, increasing positive self image,
developing independence and becoming a role model to the younger students in the program prior to graduation. Through this supervisor positive self-image is slowly developed and maintained.

The students who continually fail on the job are prime candidates for evaluation. The reason for failure must be determined in order to help all students adjust to a permanent workplace.

A more positive relationship between home and school during their years of formal education is necessary. The necessity for constant, consistent guidance, praise and positive work reinforcement are essential. The parents must understand the goal of OSDC program at Dorchester High School. The goal is to provide an integrated learning environment which will introduce opportunities to learn jobs leading to vocational independence and productivity.

The teachers within the OSDC program must develop a closer communication with the job site staff. This relationship will encourage a more positive attitude toward work and the development of work skills. There has been great improvement in developing the relationship between the OSDC program and the work site in the past two years. The school staff and work site personnel must meet and discuss student's progress more frequently. More work-oriented, professional sessions that the staff are encouraged to attend must be scheduled.
The students find it difficult to separate themselves from school-based activities when participating in a work site program. Many have intentionally failed on the job and sent back to school when they can participate in school activities with their peers. This scenario has reoccurred for a long time. More work must be done at school to reinforce work goals, pride in work and the positive rewards of successful work experiences. The positive contribution which the student makes to the family unit should be recognized.

Varied degrees of self-esteem are lost after graduation depending on the circumstances of the student. It is the responsibility of the teacher to recognize low self-esteem in a student, address and build the self-esteem of the student on an individual basis.

This process must be perpetually maintained. Praising achievement without coddling, correction with explanations and firm kindness are necessary to teach students to be respectful and considerate towards each other. These skills reinforce the development of positive self-esteem and productive work skills.

Recommendations

It has been determined through the study that many of the students in the OSDC Program at Dorchester High School have varied degrees of low self-esteem. These feelings were recognizable through observing the students during their
daily school attendance, work-study, extra curricular activities and participation in the "self" curriculum presented for the study. Observation of behavior, creative pictures, verbalization, socialization skills, was taken into consideration. The low self-esteem does effect every aspect of the student's life and effects the productivity of the learning process.

To improve the consciousness of "self" the following recommendations are presented:

Home and School Collaboration

It is often difficult for many parents to come to school. An extra effort must be made by the staff to reach out and encourage the parents to become involved in the school program. The parents should be given the opportunity to come to school and understand the goals of the OSDC program. In the past parents have not come for various reasons. Some parents have a difficulty with language differences and feel uneasy speaking with teachers. An interpreter is always provided on request.

Although parents understand some of the goals of the program they do not understand the importance and rewards of working hard during the six years attending Dorchester High School. The result of their efforts should be a long-term job. Self-esteem becomes positive when a student feels good about themselves and eventually can become semi or fully
independent with a job, living accommodations and social involvement.

It is disturbing when a student reaches graduation and parents are under the impression that their children will receive a regular high school diploma instead of a certificate of completion. During meetings explanations have been presented, but often parents refuse to accept the fact that their child has a disability. The school is responsible for eliminating this confusion. The parents must be encouraged to become an active part of the student's educational program. There is no better advocate for the student than the parent.

An informational night should be planned for the parent and student to come to the school where a presentation explaining every component and goal of the program will be made. A written descriptive pamphlet in two languages should be given to the parents. A video of program activities and tour of the classrooms should occur. Any questions will be answered at this meeting by staff.

Emphasis should be directed to the importance of the work program in relation to the future welfare of their son or daughter. The parents must understand the skills that the student should learn during the school years. Parents can encourage the development of personal relationships and the importance and necessity of these relationships for the complete educational formation of the child.
Teachers must offer to help parents understand the training that the student experiences at school and on the job site. This training can be further reinforced at home. Continued home training would benefit the student and the family. The student would gain or retain a respected place in the family unit.

This type of home school collaboration serves many purposes. 1. The student benefits from the support of the parents while self-esteem of the student should increase knowing the parents are support. 2. Students realize that the learned skills are important but personal relationships with family members are more influential in the total development of the student. 3. Positive family involvement are reinforced and further developed.

Family involvement in the education of the student offers support and encouragement. It also provides the family members with a feeling of satisfied responsibility for the well being of the student. The interdependent dependent network works with the entire family and close friends.

The faculty members will teach the family members stress management. Daily living brings stress and sometimes extensive problems. Having a child with a disability can cause tension, especially when combined with a long stressful day of work. Family members will learn how to cope with stress and transfer those energies into positive
calming behavior. The long-term result is more positive for the entire family. Families become more acquainted with the special needs of their family member. The student enjoys support rather than alienation.

The parents should be encouraged to become more involved in the educational process, not only when it is time to sign the Individual Educational Plan. Having "get togethers" or group meetings with other parents can assist the parents in becoming more acquainted with the needs of their child. Often teachers or other professionals make the decisions concerning the student without parents having input or influence. Everything possible should be done to keep the parents happy and informed. This effort would prevent alienation from school.

If language interpretation is necessary for the parents to communicate with the staff then a language expert should be provided at the meetings. Parents should be the best advocates for the children. If there is a strong communication and trusting relationship between home and school a positive result will be attained. The student becomes more self-positive and an important member of the educational team of home and school.

This relationship provides an opportunity for the parents to understand the school program and the expectations of the students. They become advocates for
their children, developing present and future goals they have for their children.

The student should be involved in the selection of types of jobs that are of interest to them. If a student is interested in the type of workforce which they are being trained then it is expected that the retained interest will last and be an encouragement to the student. Positive self-esteem will be developed further. If a student dislikes the placement, the educational team should investigate, evaluate and consider changing the placement.

Community Based Instruction

The students should be involved in community training in order to learn about their surroundings. It is necessary for the students to know what services are available and how to access them in their community. Examples of these resources include postal, grocery, banking, library, beauty services, bakery and restaurants. Many students are not allowed to venture into the community. As they get older and expectations increase, their lack of knowledge about the community becomes a problem. They are unable to go to the store or bank and function in the community. This program is necessary for full development of the special needs students.

Community Training should include other social activities; concerts, movies, social events and dining out. They should experience as many similar life experiences as
possible during Community Based Instruction. Students should be able to go to a fast food restaurant and order food within the monetary allowances given to them. Frequent visits reinforce this skill resulting in positive feelings of abilities.

Community Based Instruction should be included in the student's Individual Educational Plan for all the students in the OSDC program. The degree of participation can vary depending on the individual needs of the students. Teachers must develop a long-term curriculum implementing a weekly schedule of community involvement. This instruction will be reinforced within the school program.

Teachers need the support of the administration providing funds for transportation, substitute coverage and funding for some admission costs. Parents would be asked to provide lunch money and any extra spending money for students. Parents might consider incorporating this fee with the completion of small household tasks in the home. Students would learn the concept of the budget by working for lunch money and realize the financial reward of work.

Community based instruction affords the opportunity to develop and practice recognition of functional site words or survival words. Word interpretation in the community would be more meaningful than that recognition from a list presented in the classroom. Examples of some of these words are exit, stop, yield and danger. The students learn to
apply these words to real life during community based instruction.

If the students are not allowed in the community their opportunities for using reading and writing skills are limited for functional purposes. They must see, recognize and verbalize community-based vocabulary. Students should visit companies of interests that provide tours with explanations of the company. Field trip tours that explore behind the scenes benefit the student by providing insights of the daily business functions.

Community instruction expands enriching opportunities throughout the school day. Students at different age levels use reading and writing skills for both functional and enjoyment purposes.

Inclusion

Students enrolled in the OSDC program at Dorchester High School can benefit from the process of inclusion if placement is planned to meet the needs of individual students on many levels. Inclusion for these students should not be a total commitment but part-time involving participation in areas of interest. Students should not be placed in areas of study that will cause difficulty. Failure would cause embarrassment, loss of self-esteem and frustration.
The student should be involved in the school curricula which includes language arts, health, science, fine arts, physical education, industrial arts, home economics, vocational and career education. Their participation should be directed to their own level and abilities. In the past students with moderate to severe retardation were not included in these classes at any level. Other activities such as dressing, maintaining one's appearance, eating, self management. Lunchtime provides a good opportunity for the special needs students to socialize with the other high school students on a daily basis.

Students who have traditionally been excluded from participating with peers in traditional content areas can benefit from inclusion. Two suggested strategies for accomplishing inclusion are multi level adaptations and overlapping goals. Many levels of skills including functional academics can be incorporated into lessons in basic math and introductory language arts. This teaching must include an experimental learning approach. Major projects and classroom activities can provide an opportunity through which students with very diverse needs at different levels are brought together with students classified as traditional education students.

Planning for the multilevel adaptation can address many skill levels within a class or group of students. Reasons for participation may vary from the basic instructional
goals of the group to meeting the individual needs of the special students. An example would be the special needs students participating in a science garden program. The expectations for these students will be different than the prescribed goals but the basic skills realized by students will be beneficial. Socialization, recognition of the process of planting, growing and caring for plants. Varied skills levels will be attained. Many skills overlap resulting in increased reinforcement.

Involvement in fine arts includes many modes of individual expression, creativity, pride in craftsmanship and directing the instructions towards the student. Once again the students will be given the opportunity to create at their own pace. Physical skills and communication skills must be considered such as motor, social and language when including the student in traditional classes.

The IEP of the student with moderate to severe disabilities should be written to reflect a wide range curriculum including major content areas, traditional, and as community referenced areas. Individual attention is essential including community functioning, parental involvement, basic vocational curriculum and work skills development.

Much can be learned by the disabled and non-disabled student when programs and situations are developed to
include both populations. Care and thorough planning, results in positive multi-level learning for all students.

Community Based Work Experiences

Community Based work experiences should take place during the school day and occur in actual established businesses and work settings. Students are instructed and supervised by a job coach, often a teacher from their school program. The job coach works with the student, teaching the job, responsibilities and job techniques necessary for completing good work habits.

The programs are developed as part of the work related curriculum at the Dorchester High School OSDC program. The work training opportunities are considered a unique and influential portion of the student's curriculum. Parents and families must encourage the young members of the family to participate in the school/work program. The pay is low but the training is effective. Participants are taught to be on time, polite and to work effectively on the task assigned.

Community based jobs should be offered to all students with varying degrees of responsibility. It is recommended that each component instructor work cooperatively with one another in order to understand the individual needs of the student. Identification of the student's strengths and weaknesses must be done. The students should be taught the
value of work and develop a positive attitude, understanding the necessity for good work habits.

There has to be a separation between classroom jobs, their activities and community based jobs. In the past students found it difficult to concentrate and totally participate as a worker. Their minds were concentrating on school activities. Work responsibility must be taught continually.

A second recommendation relates to the transportation of the student. Currently, students return to school after work to take the school bus home. This should not be the case because it does not give the student the experience of an actual workday or a feeling of independence from school. They should go home directly from the work site.

The older community based workers who have proven their abilities and developed good work attitudes and skills should act as mentors for the younger students. The mentor selection would be a booster to self-esteem and contribute to raising the students to a higher expectation of themselves. Their role would be one of good example and work success. Copies of paychecks earned from working should be posted in the school-based classrooms to reinforce work results and build self-esteem.

Instructors should encourage pride in the student's job productivity and success. Individual recognition, displaying of paychecks, pictures of students at the work
site and class presentations where students report on their work details all build self-esteem and reinforce work productivity. A "work" newspaper or publication could be put together by students four times a year. In this newspaper students would be given the opportunity to write about their work experiences. They could distribute this journal to parents and classmates as a vehicle for communication. Other class members will look up to the successful community based worker. Encouragement must be consistent for productivity to be constant.

Mentoring

The student would benefit from more interactions with the regular student population. A mentor program involving the regular education population and special needs students would be advantageous. The program would provide an opportunity for students who have never been involved with special needs students to become acquainted the special needs students are also introduced to the student population. Mentor leaders would be selected from a responsible group of students who have been recommended by teachers. Students would attend an instructional session to learn about the interests and abilities of the special needs students. Mentors would be terminated if found guilty of teasing or disrespect to special needs students. The components of the program would include activities such as group field trips, music appreciation, movies, discussions,
lectures and any interest activity that is scheduled in the school.

The benefit would be especially rewarding to the special needs student. The attention and subject interest will add a positive dimension to their lives. The regular education student will learn patience and an understanding of a population of students who have special attributes to offer in spite of their disabilities. This program could be beneficial and inspiring.

Lessons for Self-esteem Component

This curriculum is designed for six weeks of instruction, three days a week. The number of participants is six to eight students. It is recommended that the program be taught for nine weeks to different groups. The end of the repeat series would result in all the students participating in the "Self-Esteem Component." At the conclusion of the nine sessions a meeting of the entire student program participants would gather for discussion, program reflection and evaluation. The self-esteem theme would be presented in every phase of the activities and discussions.

Conclusion

It is evident from this study that positive and negative self-esteem does effect socialization, work habits, productivity and every phase in the life of the student.
The recommendations that have been made are designed to strengthen the weak self-images and increase positive feelings of self-worth.
APPENDICES
APPENDIX A

ORIGINAL GRANT
APPENDIX A

ORIGINAL GRANT

Employment Development of ESD
Students Boston Public Schools
Dept. of Special Services

FISCAL YEAR 1977

GUIDELINES AND APPLICATION PROCEDURES
FOR PROGRAMS IN OCCUPATIONAL EDUCATION
FUNDED UNDER THE VOCATIONAL EDUCATION ACT OF
1963 (AS AMENDED)

SEPTEMBER 1975
(REVISED)

RFP CATEGORY ____________________________

PRIORITY ____________________________

THE COMMONWEALTH OF MASSACHUSETTS
DEPARTMENT OF EDUCATION
DIVISION OF OCCUPATIONAL EDUCATION
182 TREMONT STREET
BOSTON, MASSACHUSETTS 02111
INTRODUCTION

This proposal is directed toward the development of a skill training/job placement program for approximately 150 students in Boston ESD (Educational and Social Development) high school classes. The proposed project will enable these students in substantially separate classes to have the same opportunities for skill training for job placement that will be available to other Boston students under the Unified Plan. In addition, students will be placed in closely supervised permanent employment situations upon completion of training.

Existing opportunities for vocational training for students in ESD classes are extremely limited. There are approximately 350 students in these classes in the Boston Public Schools. Of this number, 150 are in substantially separate high school programs receiving life preparation skills. They are not being exposed to any coordinated program of work-related activities. Although the academic potential of these students cannot be increased to the degree necessary to compete with normal students, the majority can be trained to learn the specific job skills and behavior patterns that will enable them to successfully compete in the labor market and become self-supporting members of society. The majority of these moderately retarded students in our schools possess the potential for successfully competing in the Boston labor market, but this potential will become a reality only if they receive the intensive training and support provided by a comprehensive four year high school vocational program. Although this skill training and placement program will be new to the city of Boston, other similar, very successful programs have been in operation throughout the state where job opportunities are less available than in the city of Boston.

The Philosophy of Past and Present Programs

Students in ESD classes were formerly classified as "trainable". They have traditionally been instructed in life preparation skills and were assigned to separate school facilities in two locations in the city of Boston, the Michelangelo and the P. Fanueil Schools. The essential teaching philosophy, according to the curriculum guide, has been to prepare students in "basic skills, attitudes, and adjustments to their adaption to a functional, efficient life within their potential." As the student progressed through the different phases of the program, he/she was evaluated. After high school, those who exhibited the greatest potential for employment were referred to the Massachusetts Rehabilitation Commission for training. For
the others, their training was completed. The two Boston school sites developed highly successful programs adhering to this philosophy which limited itself to life preparation skills and then Massachusetts Rehabilitation Commission handled as many students as they had slots in their training programs. The Boston school sites were forced to change in order to fulfill the mandate of 766 which required that these classes could no longer be segregated in separate facilities. The classes were dispersed among five Boston school buildings and the underlying philosophy has continued unchanged.

The intent of this program is to create a life and job preparation program for all high school students in ESD classes (ages 16-21). The primary goal will be to provide an intensive, comprehensive vocational program designed to develop job skills and nurture acceptable behavior for permanent job placement. Students will be trained and evaluated in a variety of skill and adjustment areas so that they will be effectively prepared for both life and employment situations. In addition, the school be responsible for reaching out into the Boston business community to provide students with appropriate job placements and to supervise these placements. In September, the present five school clusters will be consolidated into three permanent high school sites. Hyde Park High, Dorchester High and South Boston High have been selected to expand the number of rooms now assigned to ESD classes for a total of six rooms at each site. Three will be assigned as skill training labs, three will be assigned for work-related academics. The project will emphasize and demonstrate that the majority of these students can be trained for competitive employment. The Boston project will be an adaptation of a successful model program now in its sixth year at Keefe Technical School, Framingham. Dr. Walter White and Mr. Robert Leonard, who have worked for several years at Keefe, have very generously given their time as consultants for the Boston proposal planning.

One hundred and fifty students will be divided among three school sites so there there will be 50 students at each site. In each school, three vocational training labs will be established. These labs will train students for employment in those areas determined by the Occupational Forecast for the Greater Boston Area to have the greatest potential for job placement for these students. This document, prepared by the First National Bank states that more than 67,000 jobs are becoming available each year in more than 380 occupational categories. "... the predominant job-producing field for 1970-85 is business and office, followed by marketing and distribution, personal
services, public service, and health." This means that there will be many jobs available that will be especially suitable to the needs of the moderately retarded. With intensive training they can learn to perform and enjoy many job tasks that are not acceptable to higher functioning employees. This makes them valuable to employers who see reliable performance and attendance as most important. Some of the areas defined by the Occupational Forecast as providing the greatest opportunities for employment are consistent with the skill potential of these students. There is a need for many waiters, janitors, nurse's aids, orderlies, food counter and fountain workers, dishwashers, lodging quarters cleaners, private household cleaners and servants and child-care workers.

The following labs will prepare the students for employment opportunities:

Food Services Lab: will include the operation of a small school cafeteria for teachers and serve as the training site for any of the skills needed for restaurant service.

Distributive Education Lab: will include the operation of a school office where students will learn to operate duplicating machines and perform many office-clerical duties, such as, alphabetizing cards, sorting, collating, rubber-stamping, stuffing envelopes, stapling etc.

Housekeeping (Nursing and Domestic)/Maintenance Lab: Students will learn how to operate washing machines, dryers make beds, iron, perform cleaning tasks, and use simple tools.

During the first two years, students will spend half the day in specific training lab and the other half day in an academically related class.

PROGRAM OBJECTIVES

1. To establish a four year high school vocational program for ESD classes which will lead to gainful employment.

2. To begin program operation at three training sites in September, 1976, complete with equipment, space and staff.

3. To introduce an experienced Special Ed/Vocational Coordinator into the Boston Public Schools on contract for no longer than three years; to provide a Rehabilitation Counselor for each school for job
placement, counseling and supervision purposes; developing job contracts will be the joint responsibility of the shop teachers and the counselor.

4. To establish a liaison with parent groups, rehabilitation agencies, and other public and private agencies.

5. To provide a continuous sequence of vocational experiences beginning at age seven and continuing beyond the high school experiences.

Activities

Objective 1 - The curriculum will provide five primary services:

- a comprehensive, diagnostic, and ongoing vocational evaluation
- counseling - individual, group and family
- instruction in functional academics, personal and social adjustment, physical education and recreation
- specific job training
- job placement and follow-up

The program will usually take four years to complete but will be extended for students who will need additional support.

Year 1. Each student will spend one-third of the year in each of the model job training labs (off-the-job). Job site visits and a broad range of experiences will be provided to determine each student's interest and potential. This introduction to the world of work will determine his/her readiness for a specific skill training program for Year 2. Throughout the year students will be encouraged to develop the personal and social skills that are critical to job success.

Year 2. Each student will be assigned to one of the three training areas most suitable for his/her needs. During this time every effort will be made to make his/her experience as similar as possible to that of the real job. Pressure will be applied to test his/her ability to follow directions, obey commands, accept criticism, respect team work, assume
responsibility, carry out a specific task in a prescribed time period. This training is continued until the student is considered ready for job placement. At some time later in the year students will be placed on part-time job site assignments to increase the accuracy and efficiency of the vocational process. These job-site experiences, without pay, will give the student opportunities to demonstrate his/her abilities and provide the rehabilitation counselor with opportunities to appraise behavioral dynamics as well. At the conclusion of each job-site experience a complete vocational evaluation will be made to determine the student's readiness for full-time employment.

Year 3. The counselor and the vocational instructor will share the responsibility for locating a job for the student and will communicate all necessary information to the employer. The school staff will be informed of any additional training needed in a specific area prior to beginning the job.

This initial period on a job site will require intensive supervision and will be considered an extended classroom where the student begins functioning in a realistic job environment.

Year 4. The student will be employed in a paid work situation which has shown stability over a period of one year or longer. On-the-job counseling continues until a satisfactory level of adjustment and stability has been achieved.

The program will be adapted to the individual needs of each student. If a student demonstrates readiness for job placement earlier than scheduled, the program can easily be adjusted to meet his/her needs. Some students will require more years of training, counseling or supervision. The program also provides this kind of flexibility.

Objective 2 - A request has been submitted by Dr. Shulman to the Boston Public School Department of Implementation to reserve 6-7 classrooms in three Boston high schools for September 1976 as essential to the needs of this project.

Objective 3 - A project coordinator who has had demonstrated successful experience in the administration of a similar program will be required or a period of three years to organize, implement, coordinate, and evaluate the program. At the end of three years each of the three units will operate independently.

A rehabilitation counselor is essential to each of the three
units to serve as a counselor-liaison to the business community and will be a permanent member of the staff. The counselor will do a needs assessment of the school community and the home community to establish areas of job placement. A great deal of time will be spent working with parents to prepare and assist them with their adolescent children. He/she will work directly with students to prepare them for a successful transition into the world of work. The counselor will share responsibility for providing job placement, supervising and monitoring students who are on job-site assignments.

Objective 4 - This program will attempt to build a comprehensive, sequential process that will require the support of the agencies and groups that have had experience serving the needs of moderately retarded students. The services of Morgan Memorial, Mass. Rehabilitation and the Department of Mental Health will be fully utilized to meet individual needs for continued or additional programming.

Planning for this project has and will continue to include parents of students in ESD classes. Ms. Lorriane Sullivan and Ms. Eleanor Reynolds, parents, participated in the planning committee. Information concerning this project has been presented to representatives from various public and private agencies, such as, the Parkway Friends of the Retarded; The Developmental Disabilities Unit-Boston State Hospital; the Regional office Department of Mental Health; Greater Boston Association for Retarded Citizens; Subcommittee on Mental Retardation-Boston State Hospital; Mass. Rehabilitation Committee; Morgan Memorial Goodwill Industries and the Citywide Coordinating Council. Members of the State Department of Education, Departments of Special Education and Occupational Education have been included in the planning sessions. The Boston Public Schools Department of Special Services will continue to contact and inform parents and public and private agencies. Information bulletins and parent/teacher conferences will familiarize parents with the program and they will be encouraged to participate in the program as volunteers.

Objective 5 - As this program becomes operational, a new philosophy toward career education for ESD will be initiated within the Boston Public Schools. Career awareness and pre-vocational experiences will begin as early as age seven for ESD classes and continue through the middle school experience to provide a developmental program that will build a continuous rehabilitation process providing significant activities throughout the entire school experiences and beyond the high school into suitable placement opportunities.
JOB DESCRIPTIONS

Project Director

Responsibilities:
- oversee and administer the entire pilot project
- coordinate the efforts of the three programs
- develop liaison between pilot and in-place programs in other schools to share experiences
- conduct in-service informational programs for ESD staff and school staff in participating schools
- meet with parents, parent organizations, state and local agencies concerned with the needs of these students
- be responsible for coordinating job placement opportunities

Qualifications:
- a background in both administration and supervision, experience in the areas of VOC/OCC ed, special ed, rehabilitation counseling, and job placement

Rehabilitation Counselor

Responsibilities:
- Prepare a Community needs Assessment
- coordinate parent, agency linkage
- counselling
  1. To regularly confer with students
  2. To counsel parents
  3. To provide crisis intervention availability
- job placement
- monitoring and controlling work placement
- assist staff in the infusion of vocational education into the program
Qualifications:
- a background in counseling, vocational education and special education

**Food Services Instructor**

Responsibilities:
- operation of a cafeteria, training and supervision of students, selection of job training sites and placement of students in permanent employment situations jointly with rehabilitation counselor
- evaluate student's potential for skill placement - job placement

Qualifications:
- background in food industry, either running of own business or as an employee in charge of food preparation, ordering and food selection
- job contacts in food service companies in the Boston area
- demonstrated ability to work successfully with low functioning persons, the ability to break down tasks into simple sequential components for effective teaching experiences
- college degree will be of value but less important than food service/management experience

**Housekeeping (Nursing and Domestic) Maintenance Instructor**

Responsibilities:
- overseeing the Housekeeping/Nursing/Maintenance skill development center
- using the curriculum prepared for this program to prepare students to perform tasks that will lead to employment opportunities
- provide opportunities for the students to have on-site work experiences and locate job opportunities
- evaluate students for skill training/job placement
Qualifications:
- background in nursing or health care essential
- job contacts in nursing home and hospitals

**Distributive Education Instructor**

**Responsibilities:**
- develop an in-school office program that will provide students with office skills
- evaluate student potential for skill training/job placement
- locate outside on-the-job placement
- supervise students in these locations and select permanent employment sites

**Qualifications**
- special education certification along with an understanding of office practice and procedures and the ability to instruct students in the use of small business machines
- a willingness to develop resources for the employment of students

**Academic Specialists**

**Responsibilities**
- to assess students' academic strengths and weaknesses
- be prepared to teach academic skills that are work related
- develop individualized programs that are closely coordinated to the skill training program that each student is participating in

**Qualifications:**
- experienced teacher of ESD classes; ability to teach work-related academic skills
APPENDIX B

SUPERVISOR'S RATING OF EMPLOYMENT RELATED SKILLS
Job Site Evaluation  
O.S.D.C.

Name of Consumer: _____________________________ Date: __/__/__
ID#: __ __ __ __ Date of Hire: __/__/__
Program: _____________________________

(Job coach: Please collect this information by phone or in person. If completed over the phone, please send a copy to the supervisor first so they can follow along with the questions.)

**Supervisor's Rating of Employment-related Skills**

**SUPERVISOR:** Please circle the response which best represents your opinion about this employee in relation to other employees.

<table>
<thead>
<tr>
<th></th>
<th>1 - very dissatisfied</th>
<th>2 - somewhat dissatisfied</th>
<th>3 - satisfied</th>
<th>4 - very satisfied</th>
</tr>
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<tbody>
<tr>
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<tr>
<td><strong>Company</strong></td>
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<tr>
<td><strong>Supervisor</strong></td>
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</tr>
</tbody>
</table>

| Ability to critique employee | 1 | 2 | 3 | 4 | NA |
| Flexibility                | 1 | 2 | 3 | 4 | NA |
| Follows instructions       | 1 | 2 | 3 | 4 | NA |
| Punctuality                | 1 | 2 | 3 | 4 | NA |
| Attendance                 | 1 | 2 | 3 | 4 | NA |
| Appearance                 | 1 | 2 | 3 | 4 | NA |
| Work Speed                 | 1 | 2 | 3 | 4 | NA |
| Quality of Work            | 1 | 2 | 3 | 4 | NA |
| Consistency in task performance | 1 | 2 | 3 | 4 | NA |
For the next questions, please use the following scales:

0 - never  1 - sometimes  3 - always  NA - not applicable

Engages in conversation with co-workers who do not have difficulties

0  1  2  NA

Engages in conversation with co-workers who do have disabilities

0  1  2  NA

0 - poor  1 - fair  2 - good  3 - excellent

Overall assessment of job performance compared with co-workers in similar jobs.

0  1  2  NA

Supervisor's Additional Comments and Recommendations:

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

Job Coach's Additional Comments and Recommendations:

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

Thank you for your help!

revised 4/24/92
APPENDIX C

QUESTIONNAIRE
QUESTIONNAIRE

Name: ____________________________ Date: __________

Who is your best friend?

What do you like to do when you are with your friends?

What do you like about your friends?

What do you think your friends like about you?

Do you ever feel sad?

When do you feel sad and do you know why?

What makes you feel better?

What do you enjoy most about coming to Dorchester High?

How would you feel if you were not allowed to come to school?

What would you do during the day if you were not allowed to come to school?

What do you like about the Bears Den?

What don't you like about coming to class in the Bears Den?

Are you working?

If so where?

If you are not working would you like to work?
What would you do with the pay you would receive?

Do you go out after school?

If you go out after school, where do you usually go?

What do you think it means to be successful?
APPENDIX D

LESSON PLAN FOR THE SELF-ESTEEM COMPONENT
Lesson Plan for the Self-esteem Component
Spring 1996

Week One: The Family

Monday

Discussion:
What is a family?
Who are the members of a family?
Does a family always have a mother and father living in the house?
If you have older or younger brothers and sisters, how do they treat you?

Activity:
Draw a picture of yourself with your family. Place yourself in the order in which you were born. Discuss what it means to be the older, middle or younger member of the family. Save this work in the Self-Folder.

Wednesday

Discussion:
Are you expected to make contributions to the family? If so, what are your responsibilities to the family?

Activity:
Illustrate yourself making a contribution to the family.
Draw a picture of the outside of your house.
Save this work in the Self-Folder

Friday

Discussion:
Discuss appropriate ways of expressing positive feelings: emphasis on respect for the feelings of others.

Activity:
Write the Class Journal on the board to be copied by the students. Include in the Journal the key points to the week's discussion of family. Save this work in the Self-Folder.
Lesson Plan: Self-esteem Component

Week Two: Educational

Monday

Discussion:
Why do you come to Dorchester High?
What exactly is an education?
Do you have responsibilities as a student?
If so, what are they?

Activity:
Draw a picture of yourself at school. Save this work in the Self-Folder.

Wednesday

Discussion:
What are the responsibilities when you are at school to yourselves, your teachers and parents?
Can you follow the rules, control behavior and take constructive criticism?
Explain your feelings on these topics.

Activity:
Write the Class Journal on the board to be copied by students. Include in the Journal the key points of the week's discussions about sexuality. Save this work in the Self-Folder.

Friday

Discussion:
How do you benefit from coming to school?
Talk about the schools you attended in grade school and middle school. How is high school different? What do you like most and dislike about high school in general and Dorchester High in specific?
Talk about overcoming your dislikes in a positive way.

Activity:
On a "paper mirror" draw your face as it would be reflected in a real mirror. Save this work in the Self-Folder.
Lesson Plan: Self-esteem Component

Week Three: Personal

Monday

Discussion:
Do you have friends who are boys and girls?
Do you see your friends in school?
Do you see your friends after school?
What do you do with your friends after school?

Activity:
Draw a picture of yourself with your friends. Save this work in the Self-Folder.

Wednesday

Discussion:
Do you understand your feelings for boyfriends?
Girlfriends?
How do you control your sexual feelings for someone?

Activity:
Write a Class Journal on the board to be copied by the students. Include in the Journal the key points of the week's discussion of sexuality. Save this work in the Self-Folder.

Friday

Discussion:
Outside Speaker, Human Sexuality Counselor.
Presentation and discussion of sexuality, birth control, and the consequences of having a child at a young age.
Lesson Plan: Self-esteem Component

Week Four: Social

Monday

Discussion:
Do you enjoy having friends?
Do you every have disagreements with friends?
What is an apology?

Activity:
Role Play: Apologize to someone you have offended.

Wednesday

Discussion:
What are manners?
Are you courteous to others?
How do you feel when you are courteous?

Activity:
Role play: practice being polite to a fellow student.
Write a Class Journal on the board to be copied by students. Include in the Journal the key points of the week's discussion on apologies and manners.

Friday

Discussion:
Why do you go on Community Training?
Where do you go?
When do you go?
Discuss the best and worst part of Community Training.

Community Training is part of the curriculum which is designed to prepare the students to comfortably participate in the community. Once a week, the students go out into the community with their teachers and are introduced to activities, stores, restaurants, and public buildings in Boston.
Lesson Plan: Self-esteem Component

Week Five: Vocational

Monday

Discussion:
Do you need a job and why?
What do you need to do to get a job?
How does Dorchester high help you get a job?

Activity:
Draw a picture of yourself working. Save this work for the Self-Folder.

Wednesday

Discussion:
Banking. Do I need to put my money in the bank?
What does the bank do with my money?

Activity:
Outside Speaker, Baybank Representative. Presentation and discussion focused on encouraging the students to save in the bank.

Friday

Discussion:
Talk about getting a job; keeping a job; and if fired, seeking a new job.

Activity:
Write the Class Journal on the board to be copied by the students. Include key points of the week's discussion of work and getting a job.
Lesson Plan: Self-esteem Component

Week Six: Review and Completion of Project

Monday

Discussion:
During the past five weeks, what have you learned regarding:
1. Family
2. School
3. Personal (Self)

Activity:
Write invitations to parents for picnic on Friday for book presentations.

Wednesday

Discussion:
During the past five weeks, what you learned regarding:
4. Social
5. Vocational (Self)

Activity:
Complete "Self Book".

Friday

Discussion:
Picnic at Blue Hills for parents, students, and teachers. Students will present their "Self Books" to their parents.
BIBLIOGRAPHY


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