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EDUCATIONAL STRATEGIES MEET THE  
NEEDS OF JUVENILE OFFENDERS

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A Project  
Presented to the  
Faculty of  
California State University,  
San Bernardino

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In Partial Fulfillment  
of the Requirements for the Degree  
Master of Arts  
in  
Interdisciplinary Studies:  
Integrative Studies

---

by  
Patricia Lynn Wilson

June 2001

EDUCATIONAL STRATEGIES MEET THE  
NEEDS OF JUVENILE OFFENDERS

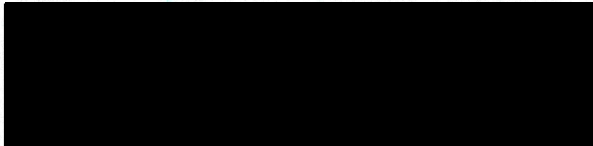
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by  
Patricia Lynn Wilson  
June 2001

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## ABSTRACT

Are teaching methods appropriate to meet the needs of incarcerated youths in correctional settings? This study shows how correctional educators incorporate traditional as well as nontraditional teaching methods to address the specific problems associated with juvenile offenders.

This author identifies characteristics of correctional educators, and describes problems that incarcerated youth face. Based on research of educational and correctional literature and practices, a list of thirty-three successful instructional strategies are identified and described.

Twenty-six correctional educators were interviewed and observed. Based upon these investigative procedures, the prevalence of identified strategies was recorded and presented.

The participant researcher concluded that teachers in the study combined approaches and strategies. Charts have been included to summarize findings.

## ACKNOWLEDGMENTS

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## CHAPTER ONE

### INTRODUCTION

#### General Statement of the Problem

Different approaches and strategies are necessary to meet the needs of juvenile offenders. The purpose of this study is to illustrate how a variety of strategies can engage students and provide meaningful opportunities for acquisition of knowledge. Methods used by correctional educators benefit juvenile offenders and facilitate their return to communities. As a result, students will be able to pursue lifetime learning opportunities.

#### Significance of Project

Correctional educators in the Alternative, Charter, and Correctional Education Schools and Services (ACCESS) Program in Orange County, California use a variety of educational approaches. Teachers working in court schools in the ACCESS Program insert basic literacy skills into the curriculum through different methods. Many juvenile offenders have already failed in traditional school settings. Therefore, combining many approaches and strategies can be beneficial to incarcerated youth.



Varying methods expose students to many learning opportunities. Teachers in court schools in the ACCESS Program combine traditional and nontraditional methods to accelerate learning for incarcerated youth. Alternating methods allows correctional educators the leeway to "change gears" in response to the needs of this population.

A variety of approaches and strategies are successfully used in correctional settings, to address the individual needs of students and prepare them for success in communities by developing a desire for continuous learning.

The purpose of this project is to illustrate that by combining strategies, students gain new opportunities for success. While incarcerated, they prepare for the General Education Diploma (GED) or earn credits toward high school graduation. In addition, many students transition into programs at the junior college level and successfully reenter society.

#### Research Questions

In this study research questions guided the process and educational pursuit. The primary question was: Did a

variety of instructional approaches meet the needs of incarcerated youths?

In pursuit of this question an understanding of the following associated questions needed to be considered:

1. How were historic patterns of correctional education and reform reflected in local schools?
2. What approaches and strategies did educators successfully use historically?
3. What strategies and approaches are correctional educators using today in court schools in the ACCESS Program?

#### Limitations and Delimitations

The purpose of this research was to discover if combined strategies and approaches engaged students and accelerated learning in correctional environments.

Furthermore, the study of educational history provided insights to successful approaches used by correctional educators in Orange County, California in the ACCESS Program. Research questions incorporating qualitative and quantitative methods guided the process.

Qualitative methods were used to study questions regarding how teaching strategies in correctional education addressed the needs of incarcerated students and

prepared them for lifetime learning. The applied research method was suitable for the purpose of writing about patterns of educational practices and teaching methods. Site visitations provided opportunities for observation, data gathering, and personal interviews. In addition, the participant observer provided insights and experience to the research.

The strength of this method was its ability to observe first-hand patterns of educational practices at Otto A. Fischer School, Joplin High and Los Pinos High Schools, and Rio Contiguo School. In contrast, there was an inability to interview and observe all the teachers at Otto A. Fischer and Rio Contiguo Schools. Time constraints and teacher availability weakened the study.

A number of techniques were used for researching questions. First, works of many authors of educational philosophies and methods were studied for public schools, local and correctional. Next, research questions were studied by means of observations and interviews. Raw data was gathered, recorded, and categorized in Appleworks Database Program. Strategies were identified. Then, tables were developed and conclusions were drawn.

Visits were made to 10 sites in Southern California including prison and jail facilities, juvenile court

schools, and alternative settings. Data was gathered between August and December 1999.

Teachers were surveyed and observed at Los Pinos and Joplin High Schools. ACCESS Program independent studies and day centers were also visited and teachers were interviewed. After numerous differences were observed between day schools, independent study sites, and prison facilities, the study was limited to court schools in the ACCESS Program.

Investigation and data collection produced too much information to organize meaningfully. Therefore, the scope of the study was narrowed to include three court schools and Juvenile Hall in the ACCESS Program, Orange County Department of Education. Twenty-six teachers from Otto A. Fischer School, Joplin and Los Pinos High Schools, and Rio Contiguo School participated in this investigation.

Different naturalistic environments and safety restrictions were placed on the teachers at different locations. In addition, life experiences and anecdotal information influenced teaching strategies. As a result, teachers altered their strategies according to circumstances. Identified traditional and nontraditional strategies used by teachers in ACCESS Program court schools became the focus of this investigation.

## Assumptions

The following assumptions apply to this thesis:

1. All students can learn,
2. They learn in a variety of ways, and have different learning preferences,
3. They process information sequentially and globally,
4. They retain knowledge when the learning process activates spatial memory of the brain,
5. They can focus on direct learning and learn from peripheral stimulation,
6. They learn from concrete structure as well as creative experimentation, and
7. They learn in safe environments where a sense of well being includes physical safety as well as absence of fear for risks taken in the educational process.

Mutual assumptions help correctional educators transcend obstacles while working with juvenile offenders to balance educational goals and life skills.

## Definition of Terms

To understand the practices of education being studied, familiar and unfamiliar terms related to

educational philosophies and identified strategies have been defined. Terms related to juvenile offenders, Probation, and court schools have also been included.

Modernism is a philosophy based on the metaphor "world as perfect machine." For this study, modern education is defined as traditional or "factory model." This systematic approach to education is characterized by rigid control of students' learning and behavior. On the contrary, postmodernism is the collective philosophy associated with the interconnectiveness and interdependency of all phenomena. Postmodern education is characterized by interdisciplinary treatment of curricula. Interaction between teacher and student promotes mutual learning situations in this model.

"Correctional education is structured learning/teaching strategies that interrupt asocial, nonsocial, or antisocial behavior and foster social learning and growth" (Gehring, 1997, p. 6). "Correctional education represents the social aspirations of populations that have traditionally not had or used equal access to educational opportunity, and of people who have lived in conflict with their community" (Gehring, 1997, p. 6).

Correctional educators are defined as people who attempted to reform prisoners through instruction. Dell'

Apa found that successful correctional educators possessed necessary personal qualities:

These included maturity, stability, self-control, respect for individuals and cultural differences, patience, creativity, a desire to experiment, flexibility, empathy, firmness and fairness, a variety of real-world experience, a desire to help people, and an accepting and open mind. (Dell' Apa, as cited in Gehring, 1984, p. 161)

Correctional educators in juvenile facilities deal with problems associated with incarcerated youth and delinquent populations.

In the ACCESS Program in Orange County, court schools were primarily populated by repeat offenders with similar backgrounds, who comprised eight percent of incarcerated juveniles. Most failed in traditional education settings and their educational development was several grade levels below students of the same age in traditional schools. Repeat offenders were transient by nature and repeatedly entered and exited correctional institutions. Consequently, court schools implemented open-ended enrollments, assessments, and lesson plans accordingly. Eventually, juvenile offenders returned to alternative settings, but many repeat offenders continued violating laws and returned to correctional institutions (Schumacher, 1994).

Another group of incarcerated youth were the "at risk" or delinquent population. Brendtro, Brokenleg, and Van Bochern (1990) classified these children as hungry for love, unable to trust, and rejected by society. They defined delinquents as broken children with similar characteristics including defiance, irresponsibility, indifference, rebelliousness, and insecurity. They found this population to be generally self-centered; often feeling powerless and inadequate. These children experienced loss of purpose as well as fear of failure. Often, at risk children made associations with others who were also rejected and hungry for love. Relationships with other rejected children can lead to drug abuse, negative gang activities, or neglected educational opportunities.

Repeat offenders, at risk, or delinquent populations filtered through the correctional institutions. Preparing juveniles to reenter society was one focus for correctional institutions. The purpose of court schools was to provide these offenders with educational opportunities similar those found in free communities.

Environments in court schools were often considered "hostile" for several reasons--students were incarcerated with rival gang members and subject to two sets of governance--school and Probation. Staff members who worked



as custodians and counselors in juvenile correctional institutions were referred to as Probation. The primary function of Probation was to provide security and safety for everyone. The secondary function was reform. In general, Probation was involved with incarceration while schools were concerned with education.

Orange County juvenile court schools were part of the ACCESS Program. Strategies used by teachers at Juvenile Hall and court schools will be the focus of this study.

Teachers working in the ACCESS Program used innovative and creative instructional strategies. Teaching methods had been refined to accommodate student needs. For this study a number of strategies were defined.

#### Identified Educational Methods

- Art - Integrating visual art is a strategy by which art is orchestrated to compliment lessons (Caine & Caine, 1991).
- Block-scheduling - Block-scheduling is a type of school scheduling in which more than one hour is allotted for classes (Goodlad, 1984).
- Brainstorming - Brainstorming is a way to encourage divergent thinking--listing or naming all the relevant ideas or solutions to a topic

or problem without evaluating them (Seifert, 1983).

- Concepts - Conceptual Learning is the process of learning through examples. "Concepts are defined as form of data or form of content that results from categorization of a number of observations" (Eggen, Kauchak, & Harder, 1979, p. 40).  
"Concepts are the abstract ideas that give special meaning to human experiences" (Daniels, Hyde, & Zemelman, 1993, p. 12).
- Cooperative Learning - Cooperative learning is a community learning situation involving collaborative group activities. A collective performance score is used for assessment. Participants are instructed to listen, make eye contact, and encourage others (Kohn, 1996).
- Debate - A debate is a form of active learning in which the affirmative and negative sides of issues are advocated by opposing speakers (Daniels, Hyde, & Zemelman, 1993).
- Direct Instruction - Direct instruction is "...the one-way presentation of information in which the teacher tells, shows, models,

demonstrates, and teaches skills to be learned" (Cramer-Brooks & White, 1998, p. 5H14).

- Discovery Learning - Discovery learning relies on the student's motivation to learn and their ability to formulate questions of study and to pursue them (Seifert, 1983). Discovery learning is experimental learning which ...combines content, thinking skills, and creativity...experimental learning increases the complexity of the instructional process" (Caine, Caine, & Crowell, 1994, p. 204).
- Discussion - Discussion is a common method of group facilitation to promote critical thinking skills through verbal interaction between teachers and students (Cramer-Brooks & White, 1998).
- Drill and Practice - Drill and practice is a teaching strategy used for memorizing subject matter, rote "...memorization of facts and details" (Daniels, Hyde, & Zemelman, 1993, p. 5)
- Field Trips - Field trips are active learning situations in which students "...participate in an activity..." and "...physically experience the concept" (Cramer-Brooks, 1998, p. 5H10).

- Guided Reading - Guided reading is the method by which the teacher directs reading by asking questions as reading proceeds, to "...facilitate the work..." (Daniels, Hyde, & Zemelman, 1993, p. 23).
- Guest Speakers - Guest speakers are speakers invited into classrooms to lecture on a particular subject. This teaching strategy is a form of direct instruction (Cramer-Brooks, 1998).
- Hands-on - Hands-on activities invoke "active modes of learning" (Goodlad, 1984, p. 105). Student projects that involve constructing something with the hands are examples of hands-on learning.
- Integrated Learning - Integrated learning is based on the idea that "...every subject deeply interpenetrates every other subject. Each is a part of another subject, and each is a whole of which other subjects are part" (Caine, Caine, & Crowell, 1994, p. 127).
- Large Group - Large group instruction is a method of instructing the class as a whole, "total class" instruction (Goodlad, 1984).

- Lecturing - A teaching strategy by which a teacher is "...standing or sitting in front of a class imparting knowledge to a group of students" (Goodlad, 1984, 105). The lecture format is a common form of direct instruction and is typically the technique used for delivery of content information (Cramer-Brooks & White, 1998).
- Mastery Learning - Mastery learning is the instructional method developed by Benjamin Bloom's research promoting 80-90 percent achievement. Mastery learning "...emphasizes a combination of large-group instruction and small-group peer tutoring. The class moves along together, with quizzes...to identify the need for more time and with the teacher and peers who have achieved the specified level of mastery working with those who have not until mastery has been achieved" (Goodlad, 1984, p. 296).
- Matching - Matching is a "completion form" of testing for one right answer choosing items from several lists (Seifert, 1983).
- Memorization - Memorization, "human thinking...for information processing" (Seifert,

1983, p. 181), is a learning strategy which involves repetition of facts.

- Multicultural - Multicultural learning strategies incorporate lessons which integrate diverse cultural experiences into the curriculum. Multicultural approaches orchestrate interconnected experiences (Caine & Caine, 1991).
- Multiple-choice - "Multiple-choice items have two parts: a stem, or bit of initial information, and several options from which the student selects the best or right one" [Italics used in original] (Seifert, 1983, p. 374).
- Music - Music is used as a teaching strategy that develops "sensory awareness" (Caine, Caine, & Crowell, 1994, p. 108) and is integrated into the curriculum by passive and active techniques.
- Nature - Nature is used as a teaching strategy that promotes "sensory awareness" (Caine, Caine, & Crowell, 1994, p. 108) and incorporates natural surroundings directly into lessons. For example, art students paint landscapes outside the classroom.

- Non-routine Problems - Non-routine problems are problems in which teachers ask penetrating questions and encourage students to formulate ideas. Students shift from large group activities to cooperative groups. A number of interdisciplinary activities are emphasized. Students take control of their learning, experimenting, and persisting until solutions are found (London, 1995). Example questions are: Would the world's population fit into the state of Texas? If so, How many feet would each person occupy?
- Phonics - Phonics is a method of teaching "subskills" of reading and spelling based on sounds of speech (Daniels, Hyde, & Zemelman, 1993).
- Portfolio - Portfolio is an authentic assessment method of collecting student projects and assignments for evaluation. The collection of work demonstrates students' progress (Daniels, Hyde, & Zemelman, 1993).
- Round Robin - Round robin is defined as oral reading for groups in which students take turns (Daniels, Hyde, & Zemelman, 1993).

- Row Seating - Row seating is a strategy used to promote individual learning and controlled environments (Goodlad, 1984).
- Sequential Lessons - Sequential lessons are "sequences of courses, to be given in order..." (Goodlad, 1984, p. 144); they are linear in focus.
- Socratic Method - Socratic method is teaching by asking questions of students. These questions lead "...them toward logical analysis and a realization of ideal truth. Through question and answer, teacher and student would educate themselves" (Romig, 2000, p. 3).
- Step by step - Step by step instruction is a teaching strategy, "assembly line routine" (Caine & Caine, 1991, p. 14) that divides lessons into manageable parts. Teacher gives directions by verbally guiding the student through the steps or listing the steps (Cramer-Brooks, 1998).
- Team-teaching - Team-teaching evolves the collaboration of two teachers in separate disciplines. It is "a cooperative endeavor, in which teachers demonstrate the ways in which the



subjects are integrated" (Caine & Caine, 1991, p. 127).

- Testing - Testing is a means of evaluating students' progress. A teacher-made test is "A test constructed by a teacher, based on content that the teacher knows the students have covered" (Seifert, 1983, p. 434).
- Thematic Learning - Thematic learning is an instructional method based on historical events blending all disciplines. Teachers ideally "...identify a few big subjects of significance...and build extended units around these topics" (Daniels, Hyde, & Zemelman, 1993, p. 141).
- True and False - True and false "...items are sentences or statements that students must mark as either true or false, right or wrong, correct or incorrect" (Seifert, 1983, p. 272).
- Whole Language - Whole language learning is a system in which English grammar patterns emerge through reading. Teachers promote "...a scaffolded language-learning environment that parallels the natural, efficient learning of

home and community" (Daniels, Hyde, & Zemelman,  
1993, p. 198).

## CHAPTER TWO

### LITERATURE REVIEW

#### Review of the Related Literature

To lay the groundwork for this study's research questions, an outline of the history of education and correctional education was included. Educational philosophies and theories about learning was examined.

Education was traditionally considered learning of basic skills and accumulated knowledge. From the beginning of history groups of people trained their youth by passing on traditions, myths, history, stories, and skills. Education was the vehicle for change and progress in society. Knowledge transformed individuals. Educational paradigms were based on the predominant worldview, and evolved to reflect changing worldviews.

Changing human perceptions and relationships altered worldviews. Reactions to these paradigm shifts resulted in changes in styles and philosophies of education. The modern educational paradigm was based on a mechanistic paradigm and the metaphor of "world as machine."

Capra (1982) explained that perception of the cosmos began to change between 1500 and 1700. Aristotle and the Christian Church were two authorities who held views which

characterized interdependence of spiritual and material phenomena, and the subordination of individual needs to those of communities. In the thirteenth century Thomas Aquinas developed a comprehensive system of Christian theology and ethics. Throughout the Middle Ages, this conceptual framework became standard. In addition, medieval scientists were concerned with "...the understanding of things rather than prediction and control" (p. 53). Before and during the Middle Ages, the medieval worldview was of an organic, living, and spiritual universe. The dominant metaphor of "interconnectiveness" was subsequently replaced by world as machine. This modern idea was developed by the mechanistic conception of Descartes and Newton.

During the Scientific Revolution, Copernicus viewed earth as a planet encircling a minor star at the edge of the galaxy. Kepler formulated "empirical laws of planetary motion." Galileo discovered laws of falling objects, and used a telescope to observe the cosmos. He was able to discredit prior views of cosmology, thereby validating the Copernican scientific theory. Bacon formulated the theory of inductive procedures in which experiments were made and conclusions were drawn. Descartes believed that "all nature is certain, evident knowledge." This belief in the

certainty of all science derived directly from the Cartesian belief in scientific truth. "Certain knowledge" was achieved through "intuition and deduction." Capra (1982) concluded that:

...overemphasis on the Cartesian method has led to fragmentation that is characteristic of both our general thinking and our academic disciplines, and to widespread attitudes of reductionism in science--the belief that all aspects of complex phenomena can be understood by reducing them to their constituent parts.  
(p. 59)

"Descartes gave scientific thought its general framework--the view of nature as perfect machine, governed by exact mathematical laws" (Capra, 1982, p. 60).

Newtonian physics provided "a mathematical theory of the world" that remained the foundation of scientific thought well into the twentieth century (p. 62).

Fragmentation and reductionism in science paved the way for the modern paradigm in education. Several theories explained these concepts.

"Epistemology is the branch of philosophy that seeks to define 'knowledge,' that seeks to explain what it means to 'know' something, that seeks to understand how humans come to 'know' things" (Hinchey, 1998, p. 38). According to Hinchey (1998), certain facts and truths are in the world for us to discover:

Positivists conceptualize knowledge as a thing—essentially, as verifiable information born of scientific information. Certain facts, truths, relationships exist in the world; if we apply ourselves to explore the world methodically, we can discover them. Knowledge is there, waiting for us to find it. [Italics in original quote] (p. 39)

Positivists considered that knowledge acquisition could only be based on verifiable scientific evidence. Hinchey (1998) noted, "Positivism assumes...that knowledge is an objective, quantifiable thing. As such, the whole can be broken down into parts, and the parts can be grouped and sequenced logically" (p.63). In traditional education subject matter was therefore broken down into parts. For example, in English subsets included reading, writing, grammar, and phonics. Subsets were mastered before advancement to new levels. Traditional education practices organized curriculum around distinct subjects.

The modern view of education assumed that information passed through teachers to students. Teachers were considered experts in subject matter and delivered information. Testing was the primary means of evaluation. The assumption was that teachers helped students develop intellectually, as they became literate citizens (Hinchey, 1998).

Positivist epistemology was defined as the traditional approach to knowledge and education. On the contrary, constructivist epistemology was a nontraditional approach to knowledge and education. Contrary to positivists, constructivists defined "knowledge" as something very different from verifiable facts. For constructivists, "meaning is assigned to facts" (p. 43). The observer was part of the knowledge, for without the observer there would be no knowledge. Understanding emerged from "factual knowledge" (p. 45).

Other theories developed, which contrasted modern and postmodern philosophies. Oliver and Gershman (1989) described modern education as "fractured meaning" and postmodern education as "process education." The implication was that in the modern view educational settings were separated into "...teacher, students, knowledge, materials of instruction" (p. 161). In modern cosmology, students were motivated to learn subject matter. Teachers managed curriculums in which continua of lessons were manufactured. Consequently, schools viewed students as products to be developed.

In modern education students needed to pay attention, stay on task, stay seated, stop talking, listen to the teacher as the authority and disciplinarian, and follow

directions. Teachers were controlled by outside forces, required to follow the recommendations of a "syllabus, lesson plan, or set of instructions" (Oliver & Gershman, 1989, p. 163) and were required to transfer knowledge to students. Modernists, therefore, viewed education as linear and sequential in nature.

In this model learning techniques emphasized basic knowledge and certain facts. Repetition, memorization, and sequential lessons from simple to complex were implemented. Information was broken into increments, then spliced together. Students learned in developmental stages, often using sequential lessons and step by step instructions. Concepts were formulated from repetition of examples. For convenience, testing was often based on factual knowledge. True and false, multiple choice, and matching were examples of testing for one right answer. Essay questions or debates tested higher level thinking. Furthermore, student interaction was discouraged in factory models. In conclusion, traditional education emphasized systematic schooling, hierarchical administration, sequential and segmented curriculum, and controlled discipline.



## Education

Since the time of Newton and the Industrial Revolution the factory style of modern education in common schools survived. In 1838, Barnard started to divide instruction according to grade levels (Gehring, 1984). "In 1862, [William Harvey] Wells published A Graded Course of Instruction with Instructions to Teachers, which not only outlined specific items to be covered in each grade level, but also prescribed the proper teaching methods" (Tyack, as cited in Gehring, 1984, p. 47). In 1874, S. King became first superintendent of public schools and to develop a uniform curriculum, in Portland, Oregon. In 1890, a typical student spent time in recitation, spelling, reading, geography, physiology, "morals and manners," singing, and physical education. Oral lessons were the standard for most subjects. The public school curriculum expanded to include vocal music, physical training, drawing, physiology, and science. Textbooks were considered the authority in the curriculum.

In the 1910s the Progressive Road to Reading series was adopted by the California State Department of Education. Graded readers were based on legends and folk tales. The purpose was "...to inspire the child with a desire to read, by opening up to him the story-world, and

through his love of reading, to give him the power to read" (Burchill, 1917, p. 3). Consequently, the author believed that "...the mastery of the visible form of language is most satisfactorily accomplished, and at the same time diction is enriched in the natural way, the subtleties of idiom are unconsciously acquired, and true literary taste is developed" (p. 3).

Consistent with the modern view of education, textbooks often exemplified a systematic style. Buehler (1923) designed Practical Exercises in English to accompany literature books of the period. This textbook was arranged in sequential lessons which included good use of articles, nouns, pronouns, verbs, adjectives and adverbs, prepositions, and conjunctions. Buehler recommended using practice exercises to teach patterns of English grammar.

The pupil used this textbook to memorize correct patterns of English. "Though a pupil may change from 'who' to 'whom' without knowing why, he cannot repeatedly choose correctly between these forms without strengthening his habit of correct expression" [Italics in original quote] (Buehler, 1923, p. iv). Modern textbooks were sequentially organized to teach curriculum systematically.

In Practical Exercise in English teachers were instructed to use this grammar textbook for practice exercises and recitations. "One successful teacher conducts the recitation with books open, requiring her pupils to cover the correct sentence with a strip of paper while they correct the faults in the incorrect sentences" (Buehler, 1923, p. 152).

Textbooks were designed to facilitate the process of learning. The basal readers featuring Dick, Jane, and Spot and Puff were examples of textbooks designed to systematically teach reading. In the 1950s students were separated into reading groups by ability levels with names, such as "Chickadees," "Bluebirds," and "Buzzards," "...but even first-graders...could always crack whatever code camouflaged the winners and losers group" (Daniels, Hyde, & Zemelman, 1993, p. 21). In reading groups a method called round robin was used. Students were required to read out loud taking turns while the teacher listened and corrected mistakes.

Consistent with the modern view of education, common schools reflected the factory model of education. In 1899, schoolrooms were described as having fifty seats bolted to the floor. The teacher's desk was elevated in front of the classroom (Tyack, as cited in Gehring, 1984). By 1913,

schools in Portland, Oregon reported "a rigidly prescribed, mechanical system. The curriculum was 'vivisected with mechanical accuracy into fifty-four dead pieces" (p. 58). A rigid system had evolved.

In the factory model of education systematic methods of tracking students were implemented. By 1918, traditional grades were categorized as elementary schools and junior high schools. Secondary schools were organized into senior high schools, vocational schools, and junior colleges. Students had opportunities to acquire skills and knowledge according to ability. Consequently, a number of tests were devised for categorizing individuals. Multiple tracks were offered at senior high schools. Detailed records were kept reflecting intelligence test scores, physical histories, and vocational and recreational interests. Students were scientifically tested and then grouped according to ability and aptitude (Tyack, as cited in Gehring, 1984).

In the 1910s schooling reflected this factory model of education. At Compton Elementary in California classrooms were arranged in rows of desks for 20 to 30 students. Each desk had a hole cut for ink bottle and desks were bolted to the floor. Students were required to sit quietly unless they raised their hands to recite.

Former student, Wilson recalled "Teachers carried rulers and cracked you on the knuckles if you misbehaved." In school teachers lectured and used the blackboard most of the time. At Compton High School boys were allowed to take vocational training in mechanics and woodshop (Wilson, C., personal communication, January 6, 2001).

At Uinta Elementary, in Salt Lake City, Utah, in the 1920's, students sat in rows in alphabetical order. Anderson remembered "It didn't matter how dumb or smart you were, you were separated." At Roosevelt Junior High boys took electrical shop or woodshop and girls took home economics. Other classes included English, mathematics, and history. In junior high school students were required to do homework. "One teacher there would take a wooden rod about 1/2 inch in diameter and rap you on the hands if you didn't turn in your homework." In the 1930s at East High School algebra and trigonometry were offered, "I remember solving a lot of problems on the blackboard" (Anderson, K., personal communication, January 15, 2001).

Children of the 1950s and 1960s remembered studying phonics. "In Harvey Daniels' elementary school in suburban Minneapolis, for example, phonics was taught right after lunch every day, using special books and worksheets, and never coordinated in any way with reading, which was done

in the morning" (Daniels, Hyde, & Zemelman, 1993, p. 21). Test scores from this period reflected subskills of reading. "Most children learned how to decode simple print" (p. 22). Back then, students spent much of their day doing silent seatwork, studying reading skills and phonics.

In writing Zemelman remembered a geology project for which he copied an article from the World Book Encyclopedia. He recalled that he was not given specific directions. "We were shown no models of what a good report might look like, had no audience for our work, generated no particular questions that we wanted our research to answer, and received no help getting started. It is no surprise we copied from encyclopedias" (Daniels, Hyde, & Zemelman, 1993, p. 46). To Steven writing often meant exercises in handwriting, spelling tests, and book reports.

At Notre Dame Academy, in Los Angeles, California, in the 1970s Lozano described his traditional grade school experiences. He explained that students were seated by rows in assigned places. The teachers disciplined students by sending them to the principal's office. "No one wanted to sit all day in the principal's office." The teacher lectured and then students usually completed assignments

using their workbooks. Lozano recalled that phonics was used to help students learn to read and spell. When students were required to read out loud, there were no discipline problems.

We would read out loud a lot. Everyone would be reading the same passage. You would pay attention because you didn't want to feel embarrassed. The teacher would say Edward and you would pick up on the next sentence. I remember kids didn't talk during that type of reading, but during silent reading they would be talking and getting in trouble. (Lozano, E., personal communication, January 7, 2001)

In this example, traditional and nontraditional strategies were blended. Arentz described his speech and debate at Judge Memorial School, Salt Lake City, Utah.

The teacher did not rely on textbooks. In speech and debate class we learned through provoking research projects, rebuttals, cross examinations, and debates. The teacher would instruct us in debate techniques and give us feedback on class presentations. In German the teacher would use a lot of high pressure oral quizzes. (Arentz, N., personal communication, January 6, 2001)

In 1987, in the computer science class at San Clemente High School, teams of students worked on developing and programming games onto the computers (Arentz, N., personal communication, January 6, 2001).

As educators recognized the need for reforming school systems, teaching methods developed to meet students' needs. Throughout history studies were made to promote

educational change. Educational practices evolved to reflect these reforms.

As a result of the Industrial Revolution, factory model schools existed. There, teachers relied on rote memorization for educational instruction. Educators had consistently recognized the need for reform. As a result teaching methods began to improve.

The New York City Department of Education published the Reform of NYC Public Schools, 1896. The report stated

There has been a very decided improvement in methods of teaching during the past few years. There has been a constant tendency away from 'rote work' and getting by heart' things that ought not to be learned in that manner, and toward more intelligent ways of learning on the part of the pupil and on the part of the teacher. (Department of Education, City of New York, 1896, p. 80-1)

The object of schooling was the "...to train good citizens." The main purpose of school was to focus "...the life of the nation and bring its best elements--its, language, religion, ethics, art, literature, history--to bear on the young" (p. 80-1).

The report described order and discipline in common schools in the 1900s. Students "fell into lines" before entering school buildings quietly. Habits of promptness and punctuality were highly valued. Students recited lessons when acknowledged by the teacher. Moreover, it was



the job of the school to promote "obedience, punctuality, regularity of attendance, orderly movements, personal cleanliness, respect for and kindness for others, the repression of cruelty, the inculcation of truthfulness, the use of proper language, and manly habits" (p. 113). The report recommended raising teaching standard by requiring teachers to hold licenses.

Educational reform was the focus of many educators and psychologists during the twentieth century. The philosophies of Whitehead, Dewey, Piaget, Bloom, and others helped change educational practices.

Whitehead (1929) in The Aims of Education stated: "The students are alive, and the purpose of education is to stimulate and guide their self-development" (p. v). Whitehead felt that we should guard against teaching "dryrot," "dead knowledge," and "inert ideas." "What we should aim at producing is men who possess both culture and expert knowledge in some special direction" (p. 1). To achieve this goal he recommended the limitation of curricular subjects and suggested that "What you teach, teach thoroughly.... The result of teaching small parts of a large number of subjects is the passive reception of disconnected ideas, not illuminated with any spark of vitality" (p. 2). Whitehead defined education as "...the

acquisition of the art of the utilization of knowledge" (p. 4).

In 1896 Dewey started an experimental school to test his philosophy at the University of Chicago. He believed in solving problems through activities. At the same time Dewey advocated a more traditional approach, the scientific method, for problem solving. He was concerned with students' interaction with their environment as the framework for practice. The practices based on the philosophy of Dewey would become known as progressive education (Dewey, 1994, p. 1).

Numerous efforts were made to improve traditional schooling in the 1900s. In the 1930s Dewey's active methods of problem solving encouraged students to pursue their own interest and apply this knowledge to learn elements of math, reading, writing, and spelling. Series of problems were organized to teach skills that student were required to know in all subjects.

Since the invention of systematic learning, educators and psychologists have attempted to reform education. In the 1950s, Piaget's theories of education explained how learners developed intellectually. His theories emphasized "...a child's attempt to understand his environment..." and viewed "...cognitive growth as the interaction of two

elements, the environment and the child's cognitive structure...the sum total of organized knowledge that an individual possesses at one time" (Piaget, as cited in Eggen, Kauchak, & Harder, 1979, p. 5).

Bloom and his associates (1956) developed his taxonomy or classification system which pertained to the cognitive objectives of instruction (Bloom, 1956, p. 1-20). Bloom's taxonomy divided these objectives into several types:

1. Knowledge--the ability, on request, to remember, to recall, or recognize facts or ideas.
2. Comprehension--the ability to use knowledge that is remembered more or less as it was originally presented and intended to be used.
3. Application--the ability to use general ideas or principles in particular situations.
4. Analysis--the ability to separate the elements of an idea or passage and to examine each one individually.
5. Synthesis--ability to combine elements into greater structures.
6. Evaluation--the ability to judge how well ideas and materials satisfy certain criteria (Bloom, 1956).

In the 1960s and 1970s, educators attempted to organize learning strategies and promote active learning. As a result models of teaching and learning were developed. For example, Information Processing Models were approaches used by teachers "...whose primary emphases was on teaching content through an active transaction between the learner and his environment" (Eggen, Kauchak, & Harder, 1979, p. 346). In these models "students are taught process skills as well as content" (p. 346). Information processing outcomes included process skills, observation and inference, and content, observable facts and inferential, concepts and generalizations.

The processes are used by students to generate the different content forms...facts were described as the end product of observation, while concepts and generalizations were defined as being formed by inferential processes. (p. 346)

Information Processing teaching strategies were based "...upon a relatively new movement in psychological thinking which views the learner as an active investigator of his or her environment rather than a passive recipient of stimuli and rewards" (Eggen, Kauchak, & Harder, 1979, p. 5). These models emphasized three interrelated sequential steps of teaching: planning, implementation, and evaluation. This approach to learning stressed "...the

importance of meaningful, purposeful learning versus memorization of content" (p. 5).

In the late 1960s and 1970s the experimental "open classroom" was conceived. Open education was defined as

...an informal way of organizing a classroom for pre school and elementary school children... Typically, children in an open classroom choose from a variety of materials or activities made available to them in centers around the room... (Marshall, in Seifert, 1983, p. 332)

Teaching and grading became more individualized.

Consequently, students developed at individual paces. By the 1970s, schooling was a blend of the factory model and progressive methods.

Teachers still relied heavily on traditional strategies into the 1980s. Goodlad (1984) researched over 1,000 classrooms throughout the United States representing urban, suburban, and rural areas. With the exception of the arts and vocational education, teachers in Goodlad's study relied on traditional approaches like drill and rote learning, lecturing, and monitoring seat-work. In addition, large group learning was standard practice. In fifty per cent of all schools Goodlad observed students listening "passively doing seatwork," and described the atmosphere as "emotionally flat" (p. 93). In many

classrooms Goodlad observed consistent and repetitive attention to basic facts.

Differences in students' learning were observed in the use of ability grouping and tracking. Goodlad claimed ability grouping caused students on lower tracks to be labeled low achievers. Higher achievers were involved in meaningful activities while low achievers repeated basic facts and skills (Goodlad, 1984). Teachers expected more from students in higher tracks and used better pedagogical methods. In high level groups, students were involved in a variety of activities without relying on textbooks. Evidence suggested students who were in upper tracks experienced a "richer body of curriculum" than students in lower tracks (p. 158).

Goodlad made a number of recommendations for education. One was the elimination of ability grouping and tracking. Instead, he suggested the use of mastery teaching, which combined large group instruction with small group peer tutoring. He believed that students should take more control of their education by setting their own goals. In addition, teachers needed to relate subject matter to students' interest and make it relevant. He believed that teaching strategies should be varied, incorporating all the senses, and relating experiences

through application. Goodlad recommended a balance in students' programs, innovation in curricula, and collaborative teaching. Consequently, improving the pedagogy required a combination of traditional and nontraditional methods.

Innovative approaches reflected the postmodern paradigm in education. Moreover, scientific advancements contributed to the evolution of educational experimentation and reforms.

Scientific theories helped to form the postmodern educational view. For example, "Quantum theory has changed the classical view of science considerably by revealing the crucial view of the observer's consciousness in the process of observation and thus invalidating the idea of an objective description of nature" (Capra, 1982, p. 376). Quantum theories questioned the validity of material realism.

Goswami believed that material realism was thwarted by quantum mechanics.

Whenever we ask if there is some kind of reality beyond the material reality, we are putting material realism on the spot. Similarly, a genuine discontinuity points to a transcendent order of reality and thus a breakdown of material realism. (Goswami, 1993, p. 138)

Wilber (1995) integrated different psychological schools of thought, materialism and idealism. He believed the Big Bang theory "...dealt a lethal blow to materialism" (p. 107). Wilber concluded that the idealistic trend in modern physics went back to the relativity and quantum theories. He recognized that "...pioneering physicists were united in the belief that the universe does not make sense...without the inclusion in some profound way, of consciousness itself" (p. 107).

As the result of evolving scientific thought, worldviews changed. Paradigms shifted, and scientists could no longer rely that knowledge would be certain. In education theories and strategies were devised to increase students' interest and involvement. Constructivism, critical theory, and other strategies reflected the interconnectedness of all phenomena. These theories came to be collectively called postmodernism.

Many postmodern educational theories addressed the idea that learning was an orchestrated series of interconnected events. The process of lifelong learning was spiraling, continuous yet overlapping in direction, instead of linear as in traditional or Newtonian-based education. The linear, sequential style of modern education contrasted with postmodern education by



connecting knowledge that overlapped. Examples of some postmodern education included cooperative learning, multi-age grouping, integrated curricula, interdisciplinary programs, thematic teaching, team teaching, and block scheduling. Learning was analyzed according to brain-based research. Furthermore, integrating the arts into curricula was believed beneficial to students learning and retention (Crowell & London, 1997). The arts played a prominent role in the development of innovative strategies (Crowell & London, 1997). As a result, multiple assessments were used for teaching and evaluation.

Art was used as a vehicle to transform education through creativity. The arts developed imagination, problem-solving abilities, and expressive skills. The willingness to take risks without fear of failure could arise through the arts. They enriched academic skills, awakened insights for learners, and enhanced "right-brain" thinking. Crowell (1989) stated, "Embedded in art is technique, imagination, philosophy, function, perspective, variability, experimentation, awareness, and the 'inner eye' of the artist" (p. 63). The arts helped us recreate our world and redefine our vision.

The arts revealed the interrelatedness of all phenomena. Historically, the arts had been used to communicate universal ideas and perceptions, thus connecting artists to their environment and communities. As a result, many teachers transformed curricula by integrating the arts.

One example of an interdisciplinary arts program, the Tribal Rhythms Program, helped schools solve social problems that were reflected in their schools. In the program artists worked to promote the arts from "...various cultural perspectives, experiences, and artistic expertise" (Beckwith, Garfield, Holley, Jones, & Porter, 1991, p. 67). One goal was to "...create socially inclusive learning environments in which each person was respected..." (p. 67). Another was to promote community and shared values, thus changing behavior and transforming lives. Integrating the arts not only promoted appropriate social skills, they also transformed "...the learning of basic skills as well" (p. 76).

Palmer (1983) recommended integrating the arts to connect students with their communities. He explored the value of rediscovering community through spiritual traditions built on great truths. Palmer believed that

integrating arts into the curriculum linked communities to schooling (p. x).

Furthermore, scientists developed new theories about learning. Research suggested right-brained children were holistic thinkers, visual learners with amazing powers of memory. On the contrary, left-brain thinkers, being auditory learners, relied on sequential instructions. Children with auditory learning styles could easily learn spelling rules. These children would "sound out consonants and vowels" and form words.

Right-brained children with spatial learning styles would invert and reverse letters and words. Right-brained children visualized in "three dimensions" allowing words to rotate or to see words as mirror images. In the left-brained world right-brained children were considered handicapped precisely because of the mirror images capability (Freed & Parsons, 1997).

The right- and left-brained theory made the point that learners favored either the right- or left-hemisphere. The dual hemisphere theories became a metaphor for global thinking.

Caine, Caine, and Crowell (1994) developed their theory and made a number of assumptions about learning. Current research confirmed that differences exist between

the right- and left-brain hemispheres. Evidence suggested brains organized information as a whole, or series of wholes. Brains not only learned purposely by paying attention, but also by peripheral stimuli. Peripheral information therefore facilitated learning. "Natural acquisition of information" can be enhanced by the use of visuals, charts, maps, illustrations, music, or peripherals. Spatial memory was associated with the right hemisphere. Furthermore, rote learning and memory, which deals with fact and skills, was associated with the left hemisphere.

"Experimental learning" created spatial memory. In this theory, our native language was an example of learning "through multiple interactive experiences involving vocabulary and grammar" (p. 26). Classroom demonstrations, hands-on projects, field trips, and drama were examples of interactive experiences. Similarly, facts and skills were embedded in spatial memory.

Learners "downshifted" and resorted to primitive protective behavior when a threat to safety or fearful emotion was perceived. Downshifting occurred when learners sensed danger or anticipated failure, thus inhibiting what could be learned. Conversely, students learned when classroom atmosphere was relaxed yet challenging.

Research suggested that brains process information in a variety of ways. In addition, learning was affected by emotions and depends on maturation and natural abilities. Day dreaming, problem solving, critical thinking, and creativity were considered process patterns. Furthermore, emotions affected "patterning," memory, and cognition. Therefore, brains were constantly searching for meaning and forming patterns.

Researchers observed that each individual possessed a unique brain. In teaching, the expression of individual differences allowed students to incorporate "visual, tactile, emotional, or auditory preferences" (Caine, Caine, & Crowell, 1994, p. 27). In conclusion, brains stored information in a variety of ways. Other theories attempted to explain the affect of emotions and preferences or learning styles.

One theory explained the role that emotions had on learning. Goleman (1995) argued that emotions played important roles in learning processes. They could impede acts of learning, or be channeled toward a productive end. Students were motivated by feelings and needed the experience of "flow" to be successful. For example, painters and musicians became famous because they savored the sheer joy of creating paintings or music (Goleman,

1995). As a result, emotions affected aptitudes for learning.

Another theory incorporated the idea of learning preferences and classified them as multiple intelligences. Gardner's model of multiple intelligences recommended strategies identifying "natural competencies" and building on "strengths" as well as working on "weaknesses" (Gardner, 1993).

Gardner's (1993), theory focused on the idea of different and distinct intelligences. Multiple intelligences provided understanding and insight into a person's ability to learn. Consequently, the implication of this work for education was the understanding that students had different natural abilities and preferred learning styles.

From researching different cultures around the world, Gardner identified eight intelligences including linguistic intelligence, musical intelligence, logical-mathematical intelligence, spatial intelligence, bodily-kinesthetic, intrapersonal intelligence, interpersonal intelligence, and natural intelligence.

According to Gardner (1993), intelligence was the ability to solve problems or difficulties, and to create

essential products. The potential of finding and creating problems was instrumental for acquiring knowledge.

London (1995), used nonroutine problems to integrate subject matter and promote critical thinking skills. In order to solve nonroutine problems in classrooms, teachers asked penetrating questions and encourage students to formulate ideas. Nonroutine problems promoted interaction between teachers and students. Students shifted from large group to small cooperative learning groups. Activities emphasized a variety of interdisciplinary approaches.

Finally, students took control of their learning by experimenting and persisting until the best solution was found.

Traditional teaching methods seemed to favor the logical linguistic intelligence by reliance on verbal skills. Nontraditional teaching methods incorporated a variety of strategies and approaches, thus activating other so-called intelligences or preferred learning styles. Brain research confirmed the idea that students learn in a variety of ways. Educators recognized this ability. As a result, multiple strategies were recommended to reach the highest number of learners.

Postmodernists viewed the curricula as a state of being in process. Learning was a continuous, open-ended,

series of interrelated actions and experiences. Therefore, curriculum was designed to accelerate learning.

Cushman (1996) found every school was different and described curriculum as "a dynamic event" which accommodated students and their diversity. Cushman recommended whole school programs, cross-curricular approaches, integrating courses of study by combining fields, and conducting assessments based on portfolios or open-ended performance assessments. Essential schools supported student centered and inquiry-based curricula.

"Process teaching" illustrated the postmodern view of education. Teachers, curriculum, and materials were moving toward novel occasions. "Teacher and students are constantly in flow of occasions as they move toward fulfillment, are transformed, perish, and become part of another occasion" (Oliver & Gershman, 1989, p. 162). Instead of transferring knowledge, teachers and students shared a "common world" (p. 162). According to Oliver and Gershman, postmodern education developed more occasions for exploration and creativity.

Daniels, Hyde, and Zemelman (1993) contrasted traditional approaches and nontraditional methods of education. In traditional education standard practices included teacher directed, lecture format, and large group



instruction in which students were required to listen quietly. Activities involved "seatwork" and teachers relied on textbooks, dittos, worksheets, basal readers, ability grouping, and standardized testing. In this model teachers were the authority, responsible for transferring knowledge to students. In nontraditional education experimental, hands-on, and active learning was promoted in classrooms. Teachers transferred responsibility to students by using cooperative grouping, goal setting, and self-evaluations. Students had opportunities to choose their own books, writing topics, and individual activities. Teachers used descriptive evaluations and multiple assessments. Daniels, Hyde, and Zemelman recommended that teachers should rely less on traditional strategies and more on nontraditional approaches.

For local schools the curriculum was the driving force, the means to accomplish learning. In contrast, correctional educators viewed the curriculum as means for reform with content learning as the by-product. In public school systems, local and correctional, the style of educating students evolved from a controlled system or factory model to a more open system where learning was a continuous process.

Factory model education addressed needs for the majority of students. Assembly line institutions produced students prepared to enter the job market or begin higher education. For a minority of students this model failed. Some dropped out of school early to enter job markets. Criminal activity and incarceration prevented others from pursuing educational endeavors. For this population correctional education developed.

#### Correctional Education

Early themes of the correctional education were religious and moral reform. During the Sabbath School Period, 1789-1875, reform schools were instituted in the United States. Prisoners were allowed to read the Bible isolated in their cells, in solitary confinement (Angle, as cited in Gehring, 1984). Curriculums were created and eventually courses were added. In 1826, writing and arithmetic classes were offered at New York's Auburn Prison (Chenault, as cited in Gehring, 1984). The Boston Farm School offered courses in spelling, reading, arithmetic, geometry, singing, and geography in 1837. Consequently, rigid educational methods surfaced during the Sabbath School Period.

In the Reformatory Period of correctional education efforts were made to transform prisons into schools. In 1870, "...the earliest documented arts program in the American correctional institution occurred in Elmira Reformatory in New York..." (ACA, 1978, p. 3). In 1871, a lecture program was started at the Detroit House of Correction when Professor D. P. Mayhew taught a course on "psychological topics" (Brockway, as cited in Gehring, 1984, p. 54).

By 1878, at New York's Elmira Reformatory, a variety of courses were available. In 1883, Professor N. A. Wells taught an industrial arts class on terra-cotta modeling for "dullards" at Elmira (Brockway, as cited in Gehring, p. 65). "Grades were used to record student progress, but inmates were free to select which courses, if any, they would pursue" (McKelvey, as cited in Gehring, 1984, p. 61). During this time courses were taught as separate subjects, consistent with the factory model of education.

By 1903, emerging correctional educational programs became systematic in nature. "Four hours of compulsory school attendance were required each week in Canadian prisons" (Weir, as cited in Gehring, 1984, p. 88). In 1915, standardized tests and systems of grades were invented. Intelligence tests were developed to help solve

delinquency problems by testing juveniles and making mental diagnoses (Dell'Apa, as cited in Gehring, 1984). Mandatory school attendance was implemented in Canadian prisons; standardized curriculum was designed to meet the needs of prison populations in New York and tests to measure intelligence were developed. Standardized curriculums were also designed for Federal prisons. A planned curriculum was used in prisons, high school diplomas were offered, and social education was emphasized (Roberts, as cited in Gehring, 1984). As schooling in prisons became more structured, curriculums continued to expand.

In correctional education reform was the primary goal. Traditional education evolved to allow students' involvement and responsibility. Special education addressed the needs of individual learners. In addition, vocational education provided opportunities to learn job-related skills. Project-based programs were developed for a "hands on" approach to education. Special education and vocational education dominated as a means of instruction during the Reformatory Period (Brockway, as cited in Gehring, 1988).

In correctional education, teaching approaches began to evolve through vocational programs. Classes were

designed to teach job skills needed for prisoners' eventual return to communities. "The most common were sewing, shoemaking, tailoring, farming, housework, and cane seating; no doubt reflecting the common trades of the era" (Angle, as cited in Gehring, 1984). Brockway started an educational newspaper called the Summary (McKelvey, as cited in Gehring, 1984). Other industrial classes were added to the program including plumbing, telegraphy, tailoring, and printing. In this industrial art school experiment, teachers developed their own curricula and training manuals (Brockway, as cited in Gehring, 1984). Agricultural and domestic education, and a variety of industrial trades were added in several state institutions (Snedden, as cited in Gehring, 1984). During the reformatory movement education was described as "a vital force in reformation of fallen men and women" (Wines, as cited in Gehring, 1984, p. 52).

Vocational education broke away from a lecture format in education. Prisoners were engaged making products. Clearly, more responsibility for learning was placed on prisoners. Several correctional educators viewed the education of prisoners as a democratic process.

Through the works of George, Osborne, and MacCormick democratic trends emerged in correctional education during

the 1901-1929 period. In 1895, W. R. George founded the George Junior Republic in Freeville, New York where he trained children to be good citizens. George built a community and formed a small republic modeled after the United States Government. After a few years of experimentation, George entrusted almost all responsibilities for governing the republic to its young citizens (Eriksson, as cited in Gehring).

Osborne facilitated the implementation of the Mutual Welfare League, which promoted the ideals of democracy. In cooperation with the warden, adult prisoners managed most prison activities at Auburn Prison in New York (Chamberlain, as cited in Gehring, 1984). Making men "think right" and preparing them to be good citizens were central to Osborne's beliefs (Osborne, as cited in Gehring, 1984, p. 101).

In The Education of Adult Prisoners MacCormick emphasized education designed for adults based on "individual diagnosis and prescription" (MacCormick, 1931, p. 10). In association with his survey of United States prison education, MacCormick developed recommendations. "He advocated individualized instruction, an aptitude-centered approach, broad-based curriculum, emphasis on student responsibility, and correctional

education as part of rehabilitative programming"

(MacCormick, as cited in Gehring, 1984).

In 1921 and later, Makarenko established Gorky Colonies for juvenile delinquents in the Ukraine. These agricultural camps focused on developing citizenship and a sense of community. Local blacksmiths, carpenters, and wheelwrights taught vocational skills (Makarenko, as cited in Gehring, 1984).

An increased emphasis was assigned to social education. Correctional educators used modalities such as current events, discussion groups, training and documentary films, lectures, and inmate forums. Specific social classes were structured to provide learning activities in problems of personal adjustment, human relationships, and post release issues. Curriculum was designed to meet the needs of adult prisoners (Kendall, as cited in Gehring).

Social and cultural trends were emerging in education around the United States. In 1939 Dr. Kendall wrote about the need of courses to improve inmates' attitudes (Kendall, as cited in Gehring, 1984, p. 137). As a result, correctional reform addressed prisoners as human beings with individual needs.

Themes of Kendall's work extended those of MacCormick (Eggleston & Gehring, 1995). In The Organization and Teaching of Social and Economic Studies in Correctional Institutions, Kendall (1939) recommended courses in addition to reading and writing that would "improve the inmate's attitude's toward society, broaden his concepts, and deepen his insight." Kendall noted, "Unless desirable social attitudes are developed, facts and skills will be useless to the individual and may even be used against society" (Kendall, as cited in Gehring, 1984, p. 137). "Kendall recommended that social education should be organized around selected problems" (p. 137). Therefore, individuals and relationships should be the focus of social education.

Between 1941-1945 World War II interrupted the efforts of correctional educators. Prisons became war support factories (Eggleston & Gehring, 1995).

Postsecondary education gained recognition for reform in the last half of the century. In 1954, Maryland Penitentiary provided college-level courses. By the 1970s, 121 junior colleges collaborated with prisons to provide occupational curriculums (Adams & Connelly, as cited in Gehring, 1984). In 1973, "Dr. Gaddis, author of the Birdman from Alcatraz, reported on the Newgate



Project...an experimental program for inmates who had potential for college education" (Gehring, 1984, p. 158). The project combined pre-release and pre-college training. "It was designed to demonstrate the value of postsecondary education as a rehabilitative program" (Gehring, 1984, p. 158).

Historically, art classes in prison settings have gained recognition as valuable tools in corrections. In 1940, C. T. Duffy, warden of San Quentin prison, sponsored a hobby shop. California State legislators allowed a hobby shop and art class for prisoners; these projects were sold to visitors. In addition, Warden Duffy also sponsored an art and sign class, where convicts created posters for the Red Cross and the West Coast Defense Auxiliaries. He concluded that San Quentin's hobby association demonstrated "...the value of occupational therapy in modern penal administration" (Peek, 1991, p. 23). Clearly, evidence suggested the arts were valued as therapeutic in corrections.

Vocational courses including commercial art were planned by the Federal Bureau of Prisons and offered in prisons. In 1977, project Creative Use of Leisure Time Under Restrictive Environments (CULTURE) was supported by a grant from the Law Enforcement Assistance

Administration, a unit of the United States Department of Justice. This was the first Federally funded arts program designed to serve adult offenders in long-term state correctional facilities. The American Correctional Association (ACA) designed the program with a number of quality activities. Travisono, former ACA executive director, believed that art activities reduced tension levels in the institutions and created a greater public awareness about prisons (ACA, 1978). Soon, art classes were instituted at a number of prisons. "In 1980, art classes were allowed at the California Institute for Men (CIM) and the California Institute for Women (CIW)" (Scully, personal communication, August 17, 1995). Research demonstrated that providing art programs benefited prisoners and prison communities.

Educators recommended access to the arts for prisoners. In 1995, the National Educational Association (NEA) adopted resolutions regarding fine arts education for incarcerated persons. The NEA believed "...artistic expression is basic to an individual's intellectual, aesthetic, and emotional development...fine arts transcend cultural barriers and foster multicultural understanding..." (p. 34). Fine Arts curricula were viewed as beneficial to education.

Many correctional educators valued the arts as vital to individual success. Warner, coordinator of prison education in Ireland, (1991) wrote that educational needs of whole persons should stress creative activities including art, drama, and writing. Coakley (1990) stated, "It has been argued that art and writing are the most powerful and underutilized therapeutic and developmental tools available to prison educators" (p. 105). Integrated into curriculums the arts proved instrumental in prison reforms.

The Council of Europe considered the right to education for prisoners as fundamental. Education provided a link to development of individuals and how individuals related to their communities after release from prisons.

European systems tried to duplicate the same educational opportunities that were available in free communities (Council of Europe, 1990). Education emphasized literacy skills, creativity, social and vocational skills, and technology. "Where education has to take place inside prison, the outside community should be involved as fully as possible" (p. 9).

Realizing that many prisoners had little if any success in school situations, the Council of Europe made recommendations (1990). "All prisoners shall have access

to education, envisaged as consisting of classroom subjects, vocational education, creative and cultural activities, physical education and sports, social education and library facilities..." (p. 7). The Council considered education "...an important way to facilitating the return of the prisoner to the community" (p. 7).

Since 1989, the trend in correctional education has emphasized culture(s) and the humanities. The Center for the Study of Correctional Education opened in 1992, at California State University, San Bernardino. The Center provided access to information for correctional educators, on their history and literature, and promoted professional networking. The rise in international cooperation was demonstrated during this period (Eggleston & Gehring, 1995).

Correctional educators were driven by reform. As a result, teaching strategies were devised to meet the needs of prisoners. Many approaches were used for remedial learning. A variety of strategies provided opportunities for integrating life skills and culture into curricula.

In summary, during the 1900s educators experimented with nontraditional approaches. Similarly, correctional educators were developing and implementing new strategies for reform and continuous learning. Yepson wrote that

"education is a continuous process.... Education within the prison is not different, basically, from education any place else..." (Wallack, as cited in Gehring, 1984, p. 139). In juvenile facilities educational strategies often parallels those offered in communities.

#### Summary of Literature Review

Education was based on dominant worldviews which changed throughout the ages. The view of an organic and spiritual universe changed its focus with the scientific investigation of the cosmos. Scientific theories were developed which led to fragmentation of general thought and academic disciplines. Therefore, it was believed that all natural phenomena could be understood by reducing them to their smallest parts (Capra, 1982).

Based on the metaphor of the world as machine, the factory model of modern education developed.

Characteristics of this model included fragmented knowledge and a reductionist view of learning. Rigid, mechanical methods persisted into the 1980s and 1990s.

Expanded curricula reflected the postmodern paradigm of education. Quantum theory changed educational thought and the classical view of science. Furthermore, brain

research contributed to the development of postmodern theories and practices.

Research suggested that brains process information in a variety of ways. Children favored their right- or left-hemispheres of the brain. Dominant right-brain children were holistic thinkers, while visual learners and left-brain children were auditory learners (Freed & Parsons, 1997). Spatial learning and memory were associated with the right-hemisphere, whereas rote memory was associated with the left-hemisphere. Finally, researchers concluded that brains constantly search for meaning.

In the twentieth century educators and psychologists focused on reform. For example, Dewey's progressive education promoted the idea of "learning by doing" (Dewey, 1944, p. 1). Whitehead (1929) suggested limiting the curricular subjects. In 1956 Bloom developed his classification of cognitive objectives for education (Bloom, as cited in Seifert, 1983). Gardner explored human intelligences and learning preferences. Moreover, London (1995) encouraged the use of nonroutine problems for math and other disciplines.

Goodlad (1984) recommended less reliance on textbooks and a richer body of curriculum to involve students in a

variety of meaningful activities. Cushman (1996) suggested whole school programs, cross-curricular approaches, and multiple assessments. Daniels, Hyde, and Zemelman (1993) recommended less traditional methods, teacher directed formats, and more experimental, hands on, activity learning.

Paradigms in correctional education were based on methods for reforming prisoners. Early themes were religious and moral reform. Prisoners were allowed to read their Bibles in isolation. Gradually, courses were added to the curriculum (Gehring, 1984). However, correctional education reflected the rigid style of schooling in free communities.

During the Reformatory Period, efforts were made to transform prisons into schools (Gehring, 1984). Planned curricula and high school diplomas were offered in prisons (Roberts, as cited in Gehring, 1984). Special education addressed individual needs of the learner and vocational education provided opportunities to learn job-related skills. Special and vocational education dominated during this period.

Democratic trends emerged in correctional education between 1901-1929. George entrusted all responsibilities to incarcerated youth at the George Junior Republic.

Warden Osborne allowed prisoners to manage most activities at Sing Sing Prison, New York. MacCormick advocated individualized instruction and broad based curriculum. Consequently, responsibility was emphasized as part of the reform program (Gehring, 1984).

Between 1941-1945 World War II interrupted the reform efforts of correctional educators. Prisons became war support factories. After the war, social education continued through the influence of Kendall's work (Eggelston & Gehring, 1995).

Social education emphasized life skills for individuals. Cultural education provided opportunities to explore individual talents. Since the late 1980s correctional education stressed culture and the humanities as vehicles for reform (Eggelston & Gehring, 1995).

In education, a variety of methods were implemented. Educational practices evolved to reflect scientific paradigms and changes in society. Researchers found that strategies used in local and correctional education should meet individual needs.

#### Foreshadowed Problems

In this study foreshadowed problems included:



1. Identifying and observing educational approaches and strategies,
2. Recognizing safety concerns which affect students and teachers,
3. Assessing students' needs and school environments,
4. Understanding transient and offender populations,
5. Realizing that the accessibility of schools could affect research, and
6. Using substitute teachers would change or hamper research efforts.

In institutions safety and security were primary concerns for teachers and Probation staffers. Teachers worked in tandem with Probation staffers to provide opportunities for successful community reentry.

Incarcerated youths were housed and schooled with gang rivals. Therefore, safety issues varied according to site. Otto A. Fischer School was the most restrictive atmosphere for juveniles, as well as staff members, in Orange County. As offenders progressed through Juvenile Hall and the camps, security restrictions were reduced.

School environments were redefined each day. A massive amount of paper work was required to meet the

needs of transient populations. Staff members were continuously involved in assessment, scheduling, and rescheduling students according to needs and requirements. Court schools classes accommodated all levels and abilities.

Transient populations posed numerous problems for court schools. Enrollments were open-ended. Upon arrival students were assessed and assigned classes according to individual needs. For teaching, major learning themes were incorporated as central aspects of curricula. Although lessons must stand on their merit, one or two-day lessons radiated from central themes. Classroom culture was established daily. As a result, students and teachers monitored acceptable behavior through continuous dialogs and compliance with institutional rules.

In Orange County, populations in court schools were primarily composed of repeat offenders. Other delinquents shared similar characteristics. For instance, most already failed in traditional schools. Their educational development was several grade levels below standard (Schumacher, 1994).

Location, as well as accessibility, separated court schools in the ACCESS Program. Otto A. Fischer and Rio Contiguo Schools were situated near interstate freeways.

Joplin High School and Los Pinos were located in remote areas of Orange County, California.

Court schools operated 245 days each year. Contract workdays and non-workdays overlapped. Since school was in session, substitute teachers were employed. Security concerns seemed to differ according to location and were compounded because of frequent substitute teacher service.

Twenty-sixty full time teachers were observed and interviewed in court schools throughout the ACCESS Program. Identifying teaching strategies that reflected safety concerns, individual needs, and the problems associated with restrictive environments was the primary foreshadowed problem.

## CHAPTER THREE

### DESIGN AND METHODOLOGY

In the ACCESS Program juvenile offender populations had opportunities to accelerate learning. Curriculum was designed to meet the needs of incarcerated youth.

It is the aim of ACCESS that teachers foster learning connected to life experiences in a safe environment.... Innovative instructional strategies and creative lessons were constantly utilized...and often overlap and compliment each other. (ACCESS, 1999, p. 40)

Curriculum development was based on three essential elements: engagement, accelerated learning, and transition. Caring for the student, teaching and inspiring students were the most important characteristics of the ACCESS Program. The guided process of developing critical thinking skills enabled students to test, assess, and evaluate collected information.

#### Subjects

According to the ACCESS Strategic Plan, teachers were responsible for developing interactive teacher and student relationships, maintaining assessments, and addressing student needs. Setting criteria for success, utilizing motivational techniques, and establishing high expectations were also teaching priorities. In addition, teachers focused students on future community success.

Teachers in this sample were employees of Orange County Department of Education, ACCESS Division. Teacher respondents taught in court schools: Otto A. Fischer School, Joplin and Los Pinos High Schools, and Rio Contiguo School. Of the 60 teachers working in court schools, 26 were available for classroom observation and interviews.

Most teachers held multiple subject credentials and their assignments varied according to necessity. Those with single subject credentials integrated content areas. Most of the respondents in the sample taught more than one subject. In many cases disciplines were blended.

At Otto A. Fischer, classroom observations and teacher interviews were limited to 30-minutes. Students there were doing seatwork or projects during the interviews and observations. Of the 40 teachers, eight were available.

At Joplin High School one day was devoted to interviewing four teachers and observing their classrooms. Two hours were spent interviewing teachers, and another four hours observing teaching styles.

At Los Pinos nine teachers participated in the sampling and pilot implementation. There, teachers responded to questions during 30-minute interviews. The

participant observer took longhand notes. Later, recorded responses were transcribed. Classroom visitations occurred during two days, spending 40 minutes observing each teacher. Teacher respondents at Los Pinos integrated curriculum and taught more than one discipline.

At Rio Contiguo five teachers were interviewed and their classrooms observed. The substitute teacher for Teacher Z was observed in art. Later Teacher Z was available for an interview.

In the Breakthrough drug prevention program, Teacher V integrated electives and core curricula. Typically, throughout Rio Contiguo School core curricula were taught in separate subjects. Electives were occasionally integrated into core subjects.

Safety and security issues seemed to affect teaching approaches. These concerns were more apparent at Juvenile Hall than at the other court school locations. At Otto A. Fischer School, located at Juvenile Hall, Probation staff were stationed in two classrooms. At Rio Contiguo School Probation staff assisted in the life skills and Breakthrough Programs. At Los Pinos High School Probation staff assisted with supervision in one class, the Regional Occupational Program (ROP), Computer and Business Technology class. Students and teachers at Los Pinos and

Joplin Camps seemed to have more freedom because of fewer safety concerns and the transitional nature of those programs.

In court schools teachers expanded the disciplines of learning by integrating curricula. Art was taught as a separate subject and it was also integrated across the curriculum at all locations. Computer skills were integrated into all disciplines. Los Pinos offered an ROP computer and business technology class. English was taught as a separate subject at all locations. English skills were also integrated into life skills and social studies programs. Math was integrated into art at Joplin and Los Pinos High Schools. Health was integrated into physical education at Los Pinos High School.

#### Data Treatment Procedures

A variety of teaching approaches was observed at Juvenile Hall and three court schools in Orange County, California. Data identification was based on the reviewed literature, observations, and interviews. In the interviews, teachers were asked to identify methods and techniques used to teach incarcerated youths.

Raw data was collected from interviews based on questions, notes, and observations. Longhand field notes

were transcribed and converted to word processing files. The data was collected and strategies were defined.

Instructional strategies were organized in a computer database program and arranged by the following categories: school, teacher by name, teacher by alphabetical symbol, subject taught, and strategies used. Primary conclusions were extrapolated from the number of participants in each category. From raw data, a descriptive narrative was written. Preliminary conclusions were advanced through treated data and research analysis. Data gathering was summarized in the Findings section of this study, which follows.

### Findings

Court schools were an important link to communities for delinquents and repeat offenders. Juvenile offenders who fail in local schools were immersed in opportunities for learning. Skills and knowledge were acquired through traditional and nontraditional approaches.

While incarcerated, students earned high school diplomas or General Education Development (GED) certificates. Transition programs were in place at Otto A. Fischer School, Joplin and Los Pinos High Schools, and Rio



Contiguo School for students who expect to return to conventional or alternative educational settings.

#### Otto A. Fischer School

At Otto A. Fischer School traditional strategies were used in art, English, math, science, and social studies. Direct instruction and large group activities were incorporated in classroom management and teaching styles. Nontraditional integrated curriculum and thematic approaches were used in art, English, science, and social studies.

Teacher A taught core and elective subjects in a structured setting supervised by Probation. Consequently, students were arranged in rows of single desks. Teacher A noted "Basic skills are emphasized and practiced daily." Drawings or clay sculptures illustrated books students had read. Teacher A noted, "Art expression connects to written expression."

In social studies, Teacher B required students to read "Thomas Jefferson and the Civil War" out loud and respond to questions using a "round robin" method. Teacher B commented, "Everyone has a chance to participate." Life skills were integrated into the curriculum emphasizing tolerance, values, virtues, and morals in "How My Mother

Got Hooked." Teacher B stated, "They [students] experience connections between values and literature."

Teacher C emphasized conceptual learning in art. Anamorphosis, the process of making distorted images, was introduced with the video, "Masters of Illusion." Structured, sequential drawing lessons followed the video. Teacher C reflected, "Art is the most important subject. Young people learn how to express themselves and improve their self worth. Drawings and paintings are displayed in theaters, public buildings, and at the Orange County Department of Education on a regular basis." Teacher C combined conceptual learning with thematic approaches.

At the middle school level Teacher D concentrated on vocabulary, grammar, and writing skills. Traditional strategies targeted learning deficiencies common to delinquent and repeat offenders.

In English, Teacher E noted "Classical music helps students concentrate, which enhances classroom ambiance and transforms the harsh environment." Music was playing as students brainstormed and clustered ideas, before starting to write.

Teacher F integrated writing skills in thematic lessons based on creating utopias. Students expressed themselves writing stories, poetry or making clay utopias.

In Science, Teacher G demonstrated how volcanoes work, "Students construct models of volcanoes and mix vinegar and baking soda to make simulated lava flows." Science students were arranged in groups of three or four students.

Integrated curricula and thematic approaches were used throughout programs at Otto A. Fischer School. In middle school programs Teacher D and Teacher G taught core curricula by combining strategies. Teacher G stated, "Life skills are integrated into the middle school curriculum." Students worked together in cooperative learning groups or large group settings. Teachers used multiple assessments for evaluation.

Methods were combined across curricula. In English, Teacher H taught low level reading, incorporating phonics and whole language teaching strategies. Teacher H believed students "need a background in phonics as well as opportunities to read literature incorporating whole language techniques." Teachers at Otto A. Fischer School used a variety of innovative strategies.

Teachers at Otto A. Fischer School combined strategies for evaluation. Essays and testing were used in English, science, and social studies. Authentic

assessments including portfolios used in art, English, life skills, science, and social studies.

### Joplin High School

Teachers in all disciplines at Joplin High School incorporated traditional strategies such as direct instruction, lecture format, and large group instruction. Art, computer, and technology skills were integrated into math, English, science, and social studies.

In English, Teacher I used guided reading to improve performance. "I ask questions as the reading proceeds." For reflection, Teacher I provided students with clay to create figurines representing characters from The Hobbit. "Hands on projects allow students to express themselves and develop manual skills." For Halloween students made thumbnail sketches of creatures, animals, and monsters, then constructed paper mache' masks.

Teacher J relied on lectures in social studies and taught "one historical topic every two weeks." For example, "The origins of Islam" were explored. Lessons and reading selections were structured with outlines and teacher-made handouts including previews of chapters, main ideas, concepts, dates, maps, identification of famous people, vocabulary, and definitions. Teacher J used fill-in-the-blanks, multiple choice, true and false, and

essay questions for testing. This teacher collected maps to demonstrate understanding of Geography and used them for evaluation.

In math, Teacher K used the step by step program, Real Math for Kids. This teacher believed that "students learn basics skills in a sequential manner." Teacher K integrated art into math curriculum. The teacher reflected, "Art benefits students in many ways. They learn to cooperate with each other and relate to their environment." Quilting projects, string-art, fractal, tanagrams (two-dimensional cutouts), geometric shapes, tetrahedrons, and four- and five-sided three-dimensional spheres were produced. This teacher explained that "members from a local church group volunteer to teach quilting skills." Teacher K believed "the boys practice valuable social skills when interacting with adults from the community."

In Driver Education, Teacher L used sequential lessons and tested for practice. Students used computers for graphic arts, math tutorials, word processing, and research. Teacher L integrated art, English, science, and computer skills creating graphic presentations about "Wolverines" and "The United States Navy Seals" using Power Point, a computer program. Another student checked

his imaginary stock portfolio on the Internet, read newspapers, and kept daily records of stocks. Teacher L explained, "Students at Joplin High School have opportunities to research information using the Internet."

Life skills were integrated into curriculum at Joplin High School. Teacher L integrated life skills through community projects. According to this teacher, "The Highway Improvement Program helped neighborhoods clear properties to prevent flood disasters." Teacher L also supervised the Project Move program, in which "Joplin students helped children at elementary schools and volunteers helped severely handicapped children."

Completion of daily assignments and testing were the primary means of assessment in math, driver education, and social studies. Essay completion was an assessment in English and social studies. Portfolios and authentic assessment of student projects were used for evaluation in all disciplines.

#### Los Pinos High School

At Los Pinos High School traditional methods and techniques were responses to individualized needs. Textbooks were assigned according to reading level and subject matter. Teachers combined direct instruction with individual attention.

The Socratic Method was incorporated in math, science, and social studies. Teacher M stated, "The Socratic method is a teaching approach by which teachers pose problems for discussions. Students are guided through a process using a series of questions which enables them to discover meaning." In math, Teacher M helped students design and build model bridges and houses.

In Driver Education, Teacher N used Department of Motor Vehicle handbooks as the primary authority. In math, this teacher required students to follow a sequential curriculum. "Sequential problems are assigned from addition to calculus."

Essays and research techniques were based on sequential patterns in social studies. Teacher O used direct instruction, lectures, and "oral presentations with rebuttal." Written reports were required for each student. Teacher O stated, "These reports are sequentially directed." Social problems were often debated. "Our goal is to tackle topics like abortion issues, Parole Board issues, and current events." This teacher incorporated games for reinforcing lessons. In social studies, "A scavenger hunt process is used in which students are required to follow a path. A sentence is provided as a clue. Eventually, the appropriate article is found in the

newspaper." Teacher O adjusted teaching strategies to perceived learning styles; "Students view videos related to historical events." The teacher incorporated "graphs, maps, drawings, and video clips." Teacher O recognized students had different learning styles. As a result this teacher implemented a variety of strategies and approaches.

Teachers O and P team-taught social studies and English. Topics were selected from history, current events, law, economics, crime, and justice. Teachers O and P encouraged cooperative learning and role-playing in court cases. They integrated English and social studies.

In English, Teacher P required students "to answer questions using study guides for reading comprehension." Phonics reinforced spelling and reading skills. Teacher P required written essays for evaluation. "Essays are geared toward GED standards: introduction, three paragraph body, and conclusion. Writing skills are based on completion of five-paragraph essays." The writing process was emphasized and used as the evaluation tool.

Teacher Q taught GED skills and preparation in all disciplines using drill and practice methods. According to this teacher, "An average of 200 students at Los Pinos pass the GED each year." Instruction was geared toward GED



testing. Teacher Q taught health-related topics including drug and alcohol abuse, AIDS prevention, nutrition, health, physical education, and science. During physical education, students were required to run laps, perform cardiovascular exercises, and lift weights. Teacher Q believed, "Physical fitness and grooming builds positive self-esteem." The teacher initiated field trips to Sea World as part of science curriculum.

Teachers R and S used step by step instructions to accelerate learning in art and woodshop. Hyperstudio and Power Point presentations were developed for introducing lessons and graphic arts. Teacher R stated, "In woodshop students advance through a series of projects based on skill levels." Teacher S explained that "contour lines, shading and value studies, and perspective are examples of concepts taught in sequential order using step by step instructions." According to Teacher S, "Art students had opportunities to express themselves; advanced art students have more freedom of choice and materials. During exploration creativity emerges. Students often take control of their learning."

In English, Teacher S used Grammar and Composition by Gary Forlini for a back-to-basics approach to grammar,

spelling, and writing. "In English, skills are reinforced by concrete grammar lessons."

In life skills, Teacher T required students "to read motivational stories for discussions." Field trips were also an intricate part of life skills. This teacher escorted students on visitations to local community colleges and youth business conferences. In life skills, Teacher T mentioned, "Guest speakers discussed topics, such as, AIDS, drug abuse, violence, and prevention issues." The teacher used computerized programs to research careers. "Videos introduced career options and helped reinforce concepts taught during class discussions." According to Teacher T former prisoner, Pete Reedy, talked to incarcerated youth about "realities of prison life."

Art expression was integrated into curricula. Students read The Legend of Sleepy Hollow and drew illustrations from verbal descriptions. Using the National Geographic video, The Killer Wave, students painted representations of tsunamis. In math, Teacher S required students to construct twenty-sided figures, icosahedrons, from equilateral triangles and cylinders or boxes from clay using math formulas. In social studies, Teacher O required students to draw maps and illustrate historical

events. Opportunities for art expression were assessable in all disciplines.

The arts benefited students in the Los Pinos Program. Theatrical groups from Kaiser Permanente presented plays about AIDS prevention in life skills. Murals depicting Juanenos Indians and an Aztec warrior mascot incorporated nonroutine problem solving techniques for art students. Teacher S reported "In 1998, students created a mural depicting the Juanenos Indians who lived on the present site of Los Pinos Camp. Students researched history of the Indian culture and participated in field trips to nearby sites where natives left artifacts."

Teacher U used sequential computer lessons based on drill and practice through direct instruction and practical application. In addition, the Internet was used for research in art, English, science, and social studies.

Multiple approaches engaged students and addressed learning styles. Block scheduling promoted integration of disciplines in art, English, social studies, health, science, and physical education. Innovative approaches enhanced basic traditional strategies at Los Pinos High School.

A number of approaches were combined for evaluation. Testing and essays were traditional assessments utilized.

in core curricula. Teachers used authentic assessments to evaluate projects in art, computer and business technology, English, social studies, and woodshop. Teacher U also applied peer coaching for assessments. Teachers M, O, Q, and S assessed student progress by keeping daily grades and compiling portfolios. Final assessments were judged on applied knowledge and demonstration of acquired skills.

#### Rio Contiguo School

A variety of teaching strategies was combined at Rio Contiguo School. Traditional approaches were observed in Breakthrough, a drug intervention program, math, and life skills. Students were arranged in rows working independently from packets or textbooks.

Direct instruction and sequential lessons, were incorporated. For example, Teacher V taught GED skills using textbooks and sequential lessons, and tested for content. In English, grammar lessons were also sequential and supplemented the program. Students were required to write journals, essays, and compositions based on knowledge, content, and critical thinking skills. In social studies, Teacher V integrated English and art. Teacher V introduced "multicultural and thematic lessons including African stories, histories of the Day of the

Dead and All Hallows Eve." Art, role playing, thematic and seasonal approaches, field trips, multicultural themes, and guest speakers were incorporated. In the Breakthrough Program approaches were blended.

Traditional strategies dominated in math. Teacher W stated, "Students are not allowed to leave their assigned seats without permission." Teacher W stated, "I make a deliberate effort to greet students as they enter the classroom. It's important to make a connection with each person and devise an individualized plan for learning math." Entering students were required to take the Basic Skills Inventory (BSI) and assigned appropriate books or packets from basic computational skills to Trigonometry. Teacher W fostered responsibility, "They [students] managed their progress by checking teacher-made charts and kept their work in folders." Students were involved in classroom management and were "responsible for taking role and passing out paper and pencils." Teacher W prepared students for GED testing.

Teacher X taught sequential math skills for telling time, making calendars, using weights, measurements, whole numbers, decimals, and fractions. This teacher used contemporary music and computer games, such as Carmen in San Diego Math Detective and Game Boys in math. Teacher X

stated, "I use games to motivate students; after they [students] complete each chapter, points are earned for free time activities." Testing was the primary assessment.

Teacher Y taught responsibility in life skills. "Two hundred different life skills including cooking, hygiene, anger management, addictive substance education, communication, relationships, and vocational education are incorporated into the program." Alternating from large group to small group settings, students used checking accounts and had opportunities to buy snacks. Field trips and guest speakers were part of life skills.

An atmosphere of cooperation was apparent in art. Simultaneously, students were involved in a number of activities, including drawing, painting, sculpture, and knitting. Teacher Z believed, "Art is therapeutic by nature." This teacher raised rabbits in art class as therapy for incarcerated students. "When someone comes into class angry, I hand them a rabbit to hold." According to Teacher Z, "No one can stay angry holding a baby rabbit." Teachers at Rio Contiquo School combined a variety of strategies.

In art, life skills, and science authentic assessments were used. Testing was used in core subjects. In English portfolios were compiled. In science, English,

and social studies, essays were used for evaluation. Multiple methods were for assessment at Rio Contiguo School.

At Otto A. Fischer School, Joplin and Los Pinos High Schools, and Rio Contiguo School, teachers used a wide variety of strategies. In core subjects teachers used more traditional methods for remediation and GED preparation. Elective subjects were taught as single subjects, and art, computers, and life skills were integrated throughout curricula. Teachers in the ACCESS Program used a variety of innovative approaches to meet the needs of incarcerated youth.

## CHAPTER FOUR

### CONCLUSIONS AND RECOMMENDATIONS

#### Conclusions

From its inception the correctional education movement incorporated themes of religious and moral reform. Education was expanded to include basic academic, vocational, cultural, and social themes. Eventually, special education developed in response to educational needs of prisoners. Similarly, traditional adult education for prisoners stressed acquisition of basic literacy and vocational skills. In addition, juvenile offenders lacked basic skills and desire to further their education. As a result, correctional educators motivated offenders to continue educational pursuits.

Historically, the main goal of correctional education was to reform prisoners and to prepare them to function as productive and responsible members of society. Educational opportunities provided avenues for individuals' success.

Correctional educators in the ACCESS Program used a variety of strategies, combining traditional and nontraditional instructional approaches. Clearly, these methods and practices were based on teacher experiences, educational trends, the new sciences, brain research, and



personal learning experiences. Consequently, strategies were designed to match student needs and goals.

This study demonstrated how basic literacy skills were integrated into curricula and how innovative and creative approaches addressed educational problems associated with incarcerated youth. Examples from this study showed how correctional educators combined traditional and nontraditional methods in court schools in the ACCESS Program at Otto A. Fischer School, Joplin High and Los Pinos High Schools, and Rio Contiguo School.

Approaches and strategies were customized and individualized to meet educational, emotional, and safety needs of incarcerated juveniles in hostile environments. Furthermore, correctional educators in the ACCESS Program integrated basic literacy skills into curricula through a variety of methods to meet the needs of incarcerated youth. Consequently, teachers incorporated traditional and nontraditional instructional strategies to reduce failure for transient populations in court schools.

In the ACCESS Program teachers assessed and reassessed students, according to students' needs and educational requirements. In court schools all levels and abilities were accommodated. For instance, students had opportunities to earn their GED or high school diploma

while incarcerated. In addition, students learned to be responsible in their future lives and to become productive members of their communities. This occurred in large part because teachers understood the educational benefits of combining approaches and strategies.

Teachers working in court schools illustrated how basic literacy skills can be successfully integrated into curricula through a variety of methods. Similarly, different teaching goals required matching and alignment of a variety of teaching strategies.

Traditionally, the goal of schools was to transfer knowledge from teacher to students, primarily a one way communication. Nontraditional methods exposed students to a variety of learning opportunities to accommodate different learning styles and ability levels. As a result, teachers responded to the needs of incarcerated youth by blending approaches and strategies.

Correctional educators focused on leveraging students' strengths, to develop intervention strategies that facilitate and accelerate learning. Traditional methods--based on linear, sequential, and incremental lessons, as well as nontraditional methods including spiraling, interdisciplinary, thematic, and holistic approaches--were implemented to meet identified needs of

juvenile offenders. Teachers in court schools used varied techniques to mediate and teach basic skills. Therefore, approaches were used to accelerate learning and to promote interaction and personal transformation.

#### Recommendations

Teachers in the ACCESS Program provided appropriate strategies so all students could increase their knowledge. Correctional educators understood that students learned in a variety of ways and had different learning preferences.

To engage students in active participatory learning this author recommends integrating strategies as follows:

1. Use rote techniques to mediate student learning and teach sub skills (e.g., memorizing multiplication tables),
2. Reinforce patterns of learning which help students organize content (e.g., outlining),
3. Use drill and practice to solidify basic skills in all subjects,
4. Combine strategies for math, English, science and social studies,
5. Integrate elective subjects into core curriculum,

6. Use more interdisciplinary approaches, incorporate nonroutine problems, and promote process learning approaches.

Teaching incarcerated students is a balancing act. The key to increasing students' chances for successful reentry into communities is balancing discipline with choice to cooperate: reinforcing basic skills with creative expression; lectures with discussions; and process learning and integrated curriculum.

#### Recommendations for Further Study

This work in progress may prompt further research on the value of combining teaching strategies in correctional education. Questions to be researched include the following:

1. How can integrative and interdisciplinary curricula develop the whole person?
2. How can fine arts curricula promote the successful transition from a correctional facility to a free community?
3. How does process education prepare students for successful transition from school to career?

The goal of correctional education is to prepare incarcerated students for reentry into communities. Court

schools provide individualized programs, curriculum which addresses individual needs and goals, options that allow GED diplomas, credits toward high school graduation, and opportunities for exploring career or higher education.

APPENDIX A

OTTO A. FISCHER SCHOOL

Otto A. Fischer School

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Respondents	Curricular Assignments
Teacher A	Art, English, Life Skills, Science, and Social Studies
Teacher B	English and Social Studies
Teacher C	Art
Teacher D	English, Life Skills, and Social Studies
Teacher F	Art, Math, and Science
Teacher G	Art, English, Math, and Science
Teacher H	English and Reading

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## Assessments at Otto A. Fischer School

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Assessments	Respondents
Authentic	9
Essay	5
Portfolios	3
Testing	5

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Respondents Using Strategies by Core Subjects

Strategies	Eng.	Math	Sci.	Soc. S.	Total
Art	2	1	1	2	6
Concepts	2				2
Coop. Learn.	1	1	1	1	4
Direct Instr.	2	1	1	1	5
Discovery			1	1	2
Discussion				1	1
Drill & Prac.	2	1	1	1	5
Guided Reading	2	1	1		4
Hands On	1		1	1	3
Integrat. Cur.	1		1	1	3
Large Group	2	2	1	1	6
Mastery Learn.	2		2		4
Memorization		2			2
Multicultural	2			2	4
Multiple Choice	1	1	1		3
Music	1				1
Phonics	1				1
Round Robin				1	1
Row Seating		2	2		4
Sequential	1	2		1	4
Step by Step	2	1			3
Thematic	2		1	1	4
Whole Language	2		1	2	5
Totals	31	14	17	19	81

Respondents Using Teaching Strategies by Elective Subjects

Strategies	Art	Computer	Life Skills	Total
Art	4	1	1	6
Block Sched.	2	2	2	6
Concepts	1			1
Coop. Learn.			1	1
Direct Instruc.	1		1	2
Discovery		1		1
Guest Speakers			1	1
Hands On Act.	1	1		2
Integrat. Cur.	1	1	1	3
Large Group	1		1	2
Mastery	1			1
Multicultural	1			1
Music	1			1
Row Seating	2		1	3
Sequential		1		1
Step by Step	1			1
Team Teaching			2	2
Thematic	1		1	2
Totals	18	7	12	37

1900-1901 COLLECTION  
BY CHAS. W. DEED  
SOUTHMOON

APPENDIX B  
JOPLIN HIGH SCHOOL

Joplin High School

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Respondents	Curricular Assignments
Teacher I	Art, Computer, English, and Physical Education
Teacher J	Life Skills and Social Studies
Teacher K	Art, Computer, Life Skills, Math, and Physical Education
Teacher L	Driver's Education and Science

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Assessments at Joplin High School

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Assessments	Respondents
Authentic	4
Essay	3
Portfolios	1
Testing	4

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Respondents Using Strategies by Core Subjects

Strategies	Eng.	Math	Sci.	Soc. S.	Total
Art	1	1	1	1	4
Concepts	1			1	2
Coop. Learn.		1	1		2
Debate				1	1
Direct Instruc.	1	1	1	1	4
Discovery Learn.		1			1
Discussion				1	1
Drill & Prac.		1		1	2
Field Trips			1	1	2
Guest Speakers		1			1
Guided Reading	1			1	2
Hands On Act.		1	1		2
Integrat. Cur.	1	1		1	3
Large Group	1	1	1	1	4
Lecture				1	1
Mastery Learn.	1		1	1	3
Matching				1	1
Memorization				1	1
Multicultural	1			1	2
Multiple Choice				1	1
Music			1		1
Nature			1		1
Round Robin	1				1
Row Seating				1	1
Sequential	1	1		1	3
Step by Step		1			1
Thematic	1		1		2
True and False				1	1
Whole Language	1		1	1	3
Totals	12	11	11	20	55

Respondents Using Strategies by Elective Subjects

Strategies	Art	Computer	Life Skills	Total
Art	2	3	1	6
Coop. Learn.	3	3	1	7
Direct Instruc.	1	1	1	3
Discovery Learn.	1	1		2
Drill & Prac.		1		1
Hands On	1	3	1	5
Integrat. Cur.	1	3	4	8
Large Group	1	1	1	3
Mastery Learning		1	1	2
Multicultural	1		3	4
Music	1			1
Step by Step			1	1
Thematic	2			2
Totals	15	17	13	45

APPENDIX C  
LOS PINOS HIGH SCHOOL



Los Pinos High School

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Respondents	Curricular Assignments
Teacher M	Life Skills, Math, Science, and Social Studies
Teacher N	Math and Driver's Education
Teacher O	Computer, Life Skills and Social Studies
Teacher P	English, Life Skills, Physical Education, and Reading
Teacher Q	GED Preparation, Health, Life Skills, and Physical Education
Teacher R	Computer, Life Skills, Math, Technology, and Woodshop
Teacher S	Art, Computer, English, Math, and Science
Teacher T	Career Development, Creative Writing, and Life Skills
Teacher U	Art, Computer, Life Skills, and Technology

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Assessments at Los Pinos High School

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Assessments	Respondents
Authentic	6
Essay	3
Portfolios	4
Testing	3

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## Respondents Using Strategies by Core Subjects

Strategies	Eng.	Math	Sci.	Soc. S.	Total
Art	1	1	1	1	4
Block Schedul.	1	1	1	1	4
Concepts				1	1
Coop. Learn.	1	1			2
Debate				1	1
Direct Instruc.	1	1	1	1	4
Discovery		1	1		2
Discussion				1	1
Drill & Prac.	1	1	1	1	4
Field Trips			1		1
Guest Speakers			1		1
Guided Reading	1	1			2
Hands On		1	1		2
Integrat. Cur.	1	1	1	1	4
Large Group	1	1	1	1	4
Lecture			1	1	2
Mastery Learn.	1				1
Matching				1	1
Multicultural	1			1	2
Multiple Choice	1	1	1	1	4
Music				1	1
Nature	1		1		2
Phonics	1	1			2
Round Robin	1	1			2
Row Seating	1	1			2
Socratic Method		1			1
Sequential		2	1	1	4
Step by Step		2			2
Team Teaching	1			1	2
Thematic	1			1	2
True and False				1	1
Whole Language				1	1
<b>Totals</b>	<b>17</b>	<b>19</b>	<b>15</b>	<b>18</b>	<b>69</b>

BY SCHMIDT DEED  
2011/11/08

Respondents Using Strategies by Elective Subjects

Strategies	Art	Comp.	Life Sk.	Wood.	Total
Art	1	1		1	3
Block Schedul.	1	1	1	1	4
Concepts	1			1	2
Coop. Learning	1	1	1		3
Direct Instruc.	1	1	1		3
Discovery	1	1	1		3
Discussion			1		1
Field Trips			1		1
Guest Speakers			1		1
Guided Reading	1				1
Hands On	1	1		1	3
Integrat. Cur.	1	1	1	1	4
Large Group	1	1	1	1	4
Mastery Learning	1			1	2
Matching	1		1	1	3
Multicultural	1		1		2
Music	1				1
Nature	1				1
Round Robin	1				1
Sequential	1	1		1	3
Step by Step	1	1		1	3
Thematic	1		1	1	3
Totals	19	10	12	11	52

APPENDIX D  
RIO CONTIGUO SCHOOL

Rio Contiguo School

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Respondents	Curricular Assignments
Teacher V	Art, Computer, English, Life Skills, Math, Science, and Social Studies
Teacher W	Math
Teacher X	Math
Teacher Y	Life Skills
Teacher Z	Art

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## Assessments at Rio Contiguo School

Assessments	Respondents
Authentic	3
Essay	3
Portfolios	1
Testing	4

Respondents Using Strategies by Core Subjects

Strategies	Eng.	Math	Sci.	Soc. S.	Total
Art	1	1	1	1	4
Direct Instruc.	1	1	1	1	4
Drill & Prac.	1	1			2
Integrat. Cur.	1				1
Large Group	1	1			2
Mastery Learn.	1	1			2
Multicultural	1			1	2
Multiple Choice	1	1	1	1	4
Round Robin	1				1
Row Seating	1	1	1	1	4
Sequential	1	1			2
Step by Step		1			1
Thematic	1		1	1	3
Whole Language	1		1	1	3
Totals	13	9	6	7	35



Respondents Using Strategies by Elective Subjects

Strategies	Art	Computer	Life Skills	Total
Art	1			1
Block Schedules	1			1
Coop. Learn.	1			1
Direct Instruction	1		1	2
Discovery	1			1
Field Trips	1			1
Guest Speakers			1	1
Hands On Act.	1	1		2
Integrat. Cur.	1			1
Large Group			1	1
Multicultural	1			1
Music	1			1
Row Seating			1	1
Totals	1	1	4	15

APPENDIX E  
SUMMARY OF ALL SCHOOLS

Summary of Respondents by Subject

Curricular Assignments	Respondents	Integrating Subjects
Art	4	6
Computer	3	3
English	3	6
Life Skills	3	10
Math	4	7
Science	3	4
Social Studies	3	4
Woodshop	1	1

Respondents Using Strategies by Core Subjects

Strategies	Eng.	Math	Sci.	Soc. S.	Total
Art	5	4	4	5	18
Block Schedules	1	1	1	1	4
Coop. Learning	3			2	5
Debate				2	2
Direct Instruc.	5	4	4	4	17
Discovery Learn.		3	2	1	6
Discussion				3	3
Drill & Practice	4	4	2	3	13
Field Trips			2	1	3
Guest Speakers		1	1		2
Guided Reading	4	1	1	2	8
Hands On	1	2	3	1	7
Integrat. Cur.	4	2	2	3	11
Large Group	5	5	3	3	16
Lecture			1	2	3
Mastery Learning	5	1	3	1	10
Matching				2	2
Memorization		2		1	3
Multicultural	3			5	8
Multiple Choice	3	3	3	3	12
Music	1		1	1	3
Nature	1		2		3
Phonics	2	1			3
Round Robin	3	1		1	5
Row Seating	2	4	3	2	11
Socratic Method		1			1
Sequential	2	4	1	5	12
Step by Step	2	5			7
Team Teaching	1			1	2
Thematic	5		2	3	10
True and False				1	1
Whole Language	4		3	4	11
Totals	66	49	44	63	222

Respondents Using Strategies by Elective Subjects

Strategies	Art	Comp.	Life Sk.	Wood	Total
Art	7	4	2	1	14
Block Schedules	5	4	3	3	15
Concepts	2			1	3
Coop. Learn.	5	4	4		13
Direct Instruction	4	2	4		10
Discovery	3	3	2		8
Discussion			1		1
Drill & Practice	1				1
Field Trips	1		2		3
Guest Speakers			2		2
Guided Reading	1				1
Hands On	4	6	1	1	12
Integrating Cur.	4	5	6	1	16
Large Group	3	2	4	1	10
Mastery Learning	3	1		1	5
Matching	1		1	1	3
Multicultural	4			4	8
Music	4		1		5
Nature	1				1
Round Robin	1				1
Row Seating	2		1		3
Sequential	1	1		1	3
Step by Step		1	1		2
Team Teaching			2		2
Thematic	4		2	1	7
Totals	61	33	43	12	149

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