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Mentoring College Students with Learning Disabilities:
A Case Study

A DISSERTATION

submitted by

Susan Wilmot Pennini

In partial fulfillment of the requirements
For the degree of
Doctor of Philosophy

LESLEY UNIVERSITY SCHOOL OF EDUCAION
February, 2006

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This doctoral study is dedicated to Myra A. Wilmot and Richard B. Wilmot.

Their wisdom, love, and guidance helped me to understand the heart

of a mentor.

Acknowledgements

There have been many people who have contributed to my research and supported me over the past fifteen years. I want to thank each of them for helping me bring this thesis to fruition.

I have had the privilege of studying and working with three pioneers in fields of study that contributed significantly to my research. The first is Gertrude Webb, founder of PAL, whose vision and expertise transformed how I thought about working with college students with learning disabilities. The other two are Jill Tarule and Larry Daloz, whose research and guidance shaped how I framed and studied mentoring within a developmental context.

Each member of my doctoral committee provided their expertise and wisdom. Bill Stokes, my senior advisor, has been with me through this fifteen year process. His guidance and support through all of the twists and turns has been invaluable. Jane Adelizzi's depth and knowledge in educational therapy helped me to extend the boundaries of my data analysis. Caroline Heller, along with the Qualitative Research Group, strengthened my voice in my research, so that I was able to better focus and articulate my findings.

At Curry College, I am blessed to be part of a community whose members value and support one another. Certainly, this research is born from the many hours of discussions that I have had in the "teacher's room", over lunch, and in meetings with all of my colleagues in PAL. Additionally, David Fedo and Lisa Ijiri were generous with their time and feedback on drafts of my thesis. Lastly, I would not have been able to complete my dissertation without Joan Kroha's hours of help producing the manuscript. To all of my friends and supporters at Curry College, I am truly grateful.

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Finally I want to thank my family for sacrificing our time together so I could reach this goal. Though I was not always there when you might have wished, you know you are the center of my universe. Without you, the rest makes no sense no matter how much research I do.

Abstract

Mentoring College Students with Learning Disabilities: A Case Study

This qualitative case study investigates the nature and role of a college mentor in facilitating the metacognitive development of college students with learning disabilities (LD). The researcher used three primary sources to triangulate the data for the inquiry: individual interviews with a mentor of college students with LD and three of her students; observations of sessions between the mentor and her students; and, documents from student files. The qualitative case study was conducted at Curry College. This site was chosen because of the specialized program for students with learning disabilities at this college. The establishment of the Program for Advancement in Learning (PAL) at Curry College predated Federal Legislation (PL94-142) and is widely recognized as the first program of its kind at the college level.

Meaning-making from the case was conducted through coding and construction of categories that emerged from the data. The categories that were created were then used for discourse analysis of the sessions that were observed between the mentor and students. Analysis was informed by three developmental models as well as from literature relating to college students with learning disabilities, metacognition, and mentoring.

Three principal findings emerged from this qualitative case study: 1.) the mentor integrated metacognitive, emotional, and developmental considerations when helping her students develop academic skills to succeed in college; 2.) metacognition was reflected within the case as a developmental phenomenon in which metacognitive experience and metacognitive knowledge inform one another as a person moves from a simplistic to a more complex cognitive and affective understanding of her/himself; 3.) the mentoring relationship had transformative qualities for both the mentor and her students as they came to have a better understanding of themselves.

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Chapter I

Introduction

Preface

Statement of Problem Situation

Preface

As the number of students with documented learning disabilities (LD) has increased on college and university campuses, so has the opportunity to better understand and serve this population. Enrollment statistics indicate that students with learning disabilities continue to represent the fastest-growing category of disabilities reported by first-time, full time college first year students. In 2000, 40% of all first year students with a reported disability identified themselves as students with learning disabilities. Twelve years earlier, in 1988, just 16% had made such disclosure (Henderson, 2001). College students with LD are represented on diverse college campuses across the country. A national, collegiate database (Vogel, Leonard, Scales Hayeslip, Hermansen, & Donnells, 1998) reported that the incidence of documented LD on college campuses ranges from .5% in the most highly selective institutions to 10% in open admissions colleges.

Students with LD have an array of strengths and competencies that enhance the community of scholars in higher education. They come to college armed with their unique set of scholarly assets that have brought them thus far. They may easily understand and verbally articulate concepts presented in class; they might be gifted poets and artists; they might be able to visualize mathematical formulas and theories related to physics; their intuitive strengths understanding and analyzing social interactions may help them become leaders on campus. However, they also bring primary and secondary problems directly associated with the diagnosed LD that negatively impact their academic and personal lives. This constellation of challenges and vulnerabilities can

create barriers to successful completion of their undergraduate careers (Brinkerhoff, McGuire, Shaw, 2002; Reif, Gerber, & Ginsberg, 1993; Rogers and Saklofke, 1985; Vogel, Vogel, Sharoni & Dahan, 2003; Wong, 1996).

The field of postsecondary LD has been built upon the research related to young children with LD, but also recognizes that adults with LD are not simply “grown-up children”. It is a multidisciplinary profession with several theoretical and conceptual underpinnings, including, but not limited to, education, psychology, neurology, psychiatry, ophthalmology, and social work. The varying perspectives that have contributed to this emerging field at times have resulted in contentious debates regarding assessment and remediation of the learning problems (Brinkerhoff, McGuire, Shaw, 2002, Madaus, 2002, Vogel & Reder, 1998). Increasingly, practitioners in the field of post-secondary LD are seeking models that better integrate the knowledge and insight these disciplines provide to better serve students with LD on their college and university campuses (Price, 2002).

The Program for Advancement of Learning (PAL) at Curry College in Milton, Massachusetts was established in 1970 by Gertrude Webb, who pioneered the then radical concept that students with LD could succeed in college. PAL is widely recognized as the first program developed to support college students with LD pre-dating later Federal Legislation (PL94-142) that mandated services for these students. It has served as a model program in higher education since its inception (Brinkerhoff, Shaw and MacClure, 1993).

Two hallmarks of PAL are its focus on metacognition and its commitment to teaching and learning within the context of mentoring relationships (Ijiri, Carroll,

create barriers to successful completion of their undergraduate careers (Brinkerhoff, McGuire, Shaw, 2002; Reif, Gerber, & Ginsberg, 1993; Rogers and Saklofke, 1985; Vogel, Vogel, Sharoni & Dahan, 2003; Wong, 1996).

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Two hallmarks of PAL are its focus on metacognition and its commitment to teaching and learning within the context of mentoring relationships (Ijiri, Carroll,

Fletcher, Hubbard, Manchester, and Van Someren, 1998). Flavell, the acknowledged "father" of metacognition, defined metacognition as referring to "one's own knowledge of one's own cognitive processes and products or anything related to them. Metacognition refers, among other things, to active monitoring and consequent regulation of the processes usually in the service of some concrete goal or objective" (p.28). As a longtime faculty member in PAL, I mentored individual college students with LD with the goal of helping them understand how they learn, and how they can use that understanding to enhance their learning experience. These conversations often moved beyond the cognitive domain, as described by Flavell, into the affective and social arenas. Often I had the opportunity to observe the dramatic changes that occur in the academic and personal lives of college students with LD as they came to understand themselves better as learners. Those experiences fueled my desire to understand the role of the mentor in facilitating these transformations.

I began my doctoral studies with the goal of understanding college students with learning disabilities and metacognition more deeply. My undergraduate work primarily centered on school-age children with learning disabilities, and my master's work focused on learning theory and the development of mathematical reasoning and skills. Most of what I knew and understood about college students with LD came from my work with my students and my colleagues in PAL. My experience as a practitioner working with college students with LD was a reflection of the professional field at that time. In the 1990's, as more students gained access to college campuses because of federal legislation, a new type of professional position, that of learning disability specialist, was

created. "Candidates for that position were then identified, hired and trained, often, unfortunately, on the job (Brinkerhoff, McGuire & Shaw, 2002).

During my doctoral studies, I had the opportunity to spend extended time with Eric Peltz, a former student who I began mentoring while he was an undergraduate. He was finishing his work as an intern in Curry's Counseling Center while completing his master's degree in counseling psychology. I shared with him the research that I had been doing on metacognitive development and mentoring relationships, and it initiated a conversation and eventually the co-authoring of *Mentoring College students with LD: Facilitating Metacognitive Development* (Pennini & Peltz, 1995). The chapter described our work together during his four year undergraduate career. The two perspectives that emerged from our discussions on the role of mentoring in fostering metacognitive development for college students with learning disabilities deepened our understanding and appreciation for the struggles and triumphs that are embedded in this type of relationship. It also heightened my interest to further my research on the role of a mentor in facilitating metacognitive development, and focused my lens on what I wanted to study and contribute back to the postsecondary LD field.

Statement of the Problem

Students with LD are entering postsecondary educational settings with aspirations and abilities that foster potential academic success and personal fulfillment, as well as doubts and vulnerabilities that undermine their college experiences (Brinkerhoff, McGuire, Shaw, 2002; Reef, Gerber, & Ginsberg, 1993; Rogers and Saklofke, 1985; Vogel, Vogel, Sharoni & Dahan, 2003; Wong, 1996). The past three decades of research

underscore the importance of considering these individuals as adults rather than "grown up children" with LD when developing service models that meet their needs. The research also suggests that helping adults with LD to develop self understanding is foundational to empowering them to navigate the academic and psycho/social challenges they encounter on college campuses (Brinkerhoff, McGuire, & Shaw, 2002; Margolis & McCabe, 2003; Price, 2002). Practitioners are faced with the challenge of finding ways to provide academic support within a context that also fosters development and self understanding. It is important to explore how the current understanding of learning disabilities, metacognition, and adult development inform intervention models that help college students with LD to understand themselves better and take control of their own learning.

By definition, students with LD have a complex profile of strengths and weaknesses. The National Joint Committee (NJCLD)(1994) has defined learning disabilities as:

> *...a general term that refers to a heterogeneous group of disorders manifested by significant difficulties in the acquisition and use of listening, speaking, reading, writing, reasoning, or mathematical abilities. These disorders are intrinsic to the individual, presumed to be due to central nervous system dysfunction, and may occur across the life span. Problems in self-regulatory behaviors, social perceptions, and social interaction may exist with learning disabilities but do not by themselves constitute a learning disability. Although learning disabilities may occur concomitantly with other handicapping conditions (for example, sensory impairment, mental retardation, serious emotional disturbance) or with extrinsic influences (such as cultural differences, insufficient or inappropriate instruction), they are not the result of those conditions or influences. (pp.65-66)*

The complexity of the learning profile of someone with learning disabilities is compounded by the educational system's use of highly technical terms when "diagnosing" a learning disability, and which tends to focus on students' weaknesses. Consequently, many students with LD are knowledgeable about the "label" they have been given that speaks to their weaknesses, but have little understanding of the cognitive strengths they have that could guide them through the challenges they will encounter in higher education. Their lack of self understanding has significant effect on both their academic performance and self-concept (Brinkerhoff, McGuire & Shaw, 2002; Vogel & Reder, 1998, Pennini, 1995).

When Eric and I talked about the challenges students with LD have when they come to college, he shared his story about how he felt as he entered my class in the summer of 1986. His story, like so many others, gives flesh and blood to the theories and statistics about the vulnerability of students with LD.

> *Even as young as six, I can remember the frustration I felt because I could not write the way the other kids could. In second grade these differences rapidly became even more evident both to me and my peers. Teachers, apparently angry with my inability or laziness, began to separate me from my peers until I accomplished the task at hand. Thus sitting in the back of the room trying desperately to finish printing the alphabet, or complete a math problem so that I could join the class for story time or show and tell, became a regular scene in my academic life. As my frustration grew, so did my distractibility and disinterest in academics. Somehow, no matter how hard I tried, I failed. (Pennini & Peltz, 1995, p. 54)*

Eventually Eric was tested and labeled "learning disabled" in the fourth grade. He was placed in a resource room for extra help. For him, the time in the resource room seemed more harmful than helpful.

> *I vividly remember two other students in elementary school who used this room; they both were mentally retarded. I naturally assumed that I too was retarded, and that LD was just a fancy term for it. However, some thing inside me didn't want to accept this label and I continued to try to succeed academically. Sometimes I would do well on a test or an assignment, but this would prove to hurt me later as the teacher then assumed I was lazy when I inevitably failed later assignments. The only thing that I was learning in school was how incapable I was, and how much I hated educators.*
>
> *Straight through high school this LD label followed me, and no matter how hard I tried to beat it by doing the work, I failed. I was given special tutors every year, and was to see them every day; however, these tutors must have been frustrated with my lack of understanding of the material, because without fail they wound up doing the work for me. I believe this is the only way I graduated from high school. It seemed as though every teacher/tutor "tolerated" me, but none truly engaged me (Pennini and Peltz, 1995, p.54-5).*

When Eric arrived at Curry, I immediately recognized that he was intelligent and curious. His intellectual ability was reflected in his testing and by his constant questions, yet he seemed to have difficulty accepting how intellectually gifted he was. He spent much time talking about his past failures and predicting future ones. I knew my first job was to help him see that he really had strengths that he could use to help him be successful in school. He had always thought of learning as a product, not a process; his products in school had been labeled failures, so he believed he was too.

Eric's and my reflection about the outset of our journey together through his college career is not a unique one. It is now recognized that learning disabilities are not outgrown in childhood, but rather continue, if not intensify, in adulthood as demands change and increase. The literature suggests that late adolescent/young adults with LD come to colleges with real weaknesses in their learning profiles and real hurts from their educational experience that stand in the way of achieving success, even though they have significant strengths from which they can draw (Adellizi, 2003; Jackson, Enright & Murdock, 1987).

Eric was like many students with LD who give up and avoid tasks they have previously failed (Adelizzi, 1998; Schunk & Zimmerman, 1997; Walker, 2003). The key to helping them overcome their fears and develop effective strategies and skills to succeed in college is to help them develop a self understanding that allows them to move toward self determination (Brinkerhoff, McGuire, & Shaw, S., 2002; Margolis & McCabe, 2003). It was my job to help Eric understand himself so that he could eventually use his cognitive strengths to address the academic challenges ahead of him. To do that, I needed to find a way to get him to trust me to begin the journey and then guide him along the way. This was the problem situation for Eric and me; this is the problem situation that presents itself to many of us who work with students with LD at the post-secondary level. Thus, the focus of my attention and study became how a mentor of students with LD in college is able to develop a relationship with her/his students that both helps the student build a better understanding of him/herself, as well as improve the academic skills necessary to be successful in college.

Introduction

Students with documented LD constitute approximately one half of all identified students with disabilities at colleges and universities across the United States and Canada. Over 1,300 colleges and universities in the United States and Canada now offer services to support them through their undergraduate careers (Brinkerhoff, McGuire & Shaw, 2002). Individuals with LD are entering college with poor academic skills and difficult educational experiences that have impeded their academic progress and adjustment to college life.

A significant theme that has emerged from research focused on support services for students with LD at colleges and universities is the need for such services to promote self determination. Self determination has been defined as "one's ability to define and achieve goals based on a foundation of knowing and valuing oneself" (Field & Hoffman, 1994, p.64). Brinkerhoff, Shaw & McGuire (2002), leading researchers in the field of post-secondary education for students with LD, have concluded:

> *...fostering self-determination is the sine qua non (i.e., the absolute prerequisite, essential condition) of postsecondary learning disability programming. Every decision, policy, instructional procedure, discussion with faculty, and interaction with students must be considered in light of the "prime directive"; fostering self determination (p.487).*

According to Field and Hoffman (1994), the characteristics of self determination are the ability to make decision, solve problems, set goals and attain them predicated on self knowledge, and internal locus of control and self efficacy. Adult students with LD need a teaching/learning relationship that goes beyond the conventional faculty/student

relationship to build a context for self reflection to develop the characteristics for self determination (Adelizzi, 1995; Baron-Jeffery, M. C.; Vogel, Baron Jeffery, A.C., 2003; Kozminsky, 2003; Perry, 2002). The term that is often used to describe this relationship is "mentor". An effective mentor must create a safe environment that allows a student to reflect, explore, and stretch their understanding of themselves as learners (Adellizi, 1995; Baron-Jeffery, M. C.; Vogel, Baron-Jeffery, A.C.; Cohen, 1995, Daloz, 1986; Perry, 2002). Further, a mentor for students with LD must have the expertise that allows her/him to give guidance and reflection to the issues and concerns that the student brings to the relationship (Brinkerhoff, McGuire & Shaw, 2002; Pennini, 1995).

As I reviewed the literature that informs how to best serve college students with LD, I found three areas of study to be the most helpful: the literature on learning disabilities and post-secondary education, the literature related to metacognition, and the literature related to mentoring. A review of the literature regarding students with LD at the post secondary level helped clarify the characteristics of the population and the research that has been done regarding intervention models. The literature related to metacognition helped me to better understand both the conceptual underpinnings of metacognition as well as the attempts to operationalize the concept into a working strategy for enhancing learning. Lastly, the literature focused on mentoring helped to conceptually frame the type of relationship that can exist to nurture academic and personal development. Interestingly, while I found that each of these fields of study informed my thinking about working with this population, it also seemed to me that no one had explored in depth how these fields of study intersect to provide a new paradigm for working with adult students with LD.

Chapter II

Review of the Literature

Learning Disabilities and Postsecondary Education

- Factors Contributing to the Emergence of Postsecondary LD
- Characteristics of College Students with LD
- Cognitive Abilities
- Academic Skills
- Psycho/Social abilities
- Support Service Providers for College Students with LD
- Table I: Direct Services

Metacognition

- Historical Roots of Metacognition
- Current Research
- The Relationship of Metacognition to Human Development
- Table II Levels of Metacognition

Mentoring

- History of the Mentoring Relationship
- Nature of the Mentoring Relationship
- The Role of the Mentor in Adult Development and Learning
- Development of Nurturing Relationships

Conclusion

Learning Disabilities and Postsecondary Education

There has been a growing body of literature about college students with learning disabilities as a result of the increasing demand for meeting the needs of this population at the college and university level (Brinkerhoff, McGuire & Shaw, 2002). The literature attempts to shed light on why the increase has occurred at the postsecondary level, what the characteristics of this population are, and what range of support services are available.

Factors Contributing to the Emergence of Postsecondary LD

Students with LD continue to be the fastest growing category of students with disabilities attending college (Brinkerhoff, McGuire, Shaw, 2002; Vogel & Reder, 1998). It appears that this trend can be attributed to three factors. First, in the 1980's there was a significant change in the understanding of the chronicity of learning disabilities, recognizing it as a lifelong condition. Second, institutions of higher education made extensive efforts to meet the Federal requirements of Section 504 of the Rehabilitation Act of 1973 which requires colleges and universities to make their federally funded programs accessible to all handicapped individuals. Third, many students who were diagnosed in their early years and received special services in their school systems began to seek similar programs at the postsecondary level (Brinkerhoff, McGuire & Shaw, 2002; Rothstein, 1998).

Until the late 1970's and early 1980's, learning disabilities were considered to be a temporary maturational delay in specific portions of the central nervous system that

would probably correct themselves during puberty. However, longitudinal studies conducted since that time has suggested that LD children may outgrow some of the obvious characteristics, but the informational processing problems remain unchanged throughout their lifetime (Hagin, 2003; Jackson, Enright, Murdock, 1987; Perry, 2002). The change in awareness of the chronicity of learning disabilities can be seen by examining the change in the accepted definitions. The first, most widely accepted definition put forth by the National Advisory Committee on Handicapped Children in 1968, read:

> *Children with special learning disabilities exhibit a disorder in one or more of the basic psychological processes involved in understanding or using spoken or written language. These may be manifested in disorders of listening, thinking, talking, reading, writing, spelling, or arithmetic. They include conditions which have been referred to as perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia, developmental aphasia, etc. They do not include learning problems which are primarily due to visual, hearing, or motor handicaps, to mental retardation, emotional disturbance or to environmental disadvantage (Federal Register, 1977, Sect. 121a.5).*

The 1977 definition helped to identify and serve children in the 1970's with learning disabilities. It was incorporated into Public Law 94-142 which required public schools to meet the needs of handicapped students in the least restrictive environment. However, as these children moved toward adulthood in the 1980's, it became apparent that the disorder was not exclusive to children, or solely school-related skills. As a result, the National Joint Committee for Learning Disabilities (NJCLD), comprised of the Association for Children and Adults with Learning Disabilities, the American Speech,

Language, and Hearing Association, the Division for Children with Learning Disabilities, the Council for Exceptional Children, the International Reading Association, and the Orton Society, adopted a revised definition for learning disabilities in 1987. These organizations represent most of the different perspectives evident in the learning disabilities field. The NJCLD 1987 definition stated:

> *Learning disabilities is a generic term that refers to a heterogeneous group of disorders manifested by significant difficulties in the acquisition and use of listening, speaking, reading, writing, reasoning or mathematical abilities. These disorders are intrinsic to the individual and presumed to be due to central nervous system dysfunction. Even though a learning disability may occur concomitantly with handicapping conditions (e.g. sensory impairment, mental retardation, social and emotional disturbance) or environmental influences(e.g. cultural differences, insufficient/inappropriate instruction, psychogenic factors) it is not the direct result of those conditions and influences (Hammill, Leigh, McNutt, Farsing, 1987).*

Two federal laws have had significant impact on the numbers of LD students in postsecondary institutions. PL 94-142 (The Education for all Handicapped Children Act), as previously discussed, insured that handicapped students between the ages of 3 and 21 be educated with non-handicapped students in the least restrictive environment possible. Orzek (1984) suggested that one effect of PL 94-142 was that learning disabled high-school students would have a higher likelihood of entering postsecondary institutions. The second federal law is Section 504 of the Rehabilitation Act of 1973, which guaranteed that no qualified handicapped person shall be discriminated against on the basis of handicap in any program or activity receiving Federal funds. Specific learning disabilities were listed as one of the handicapping condition covered by this law.

As a result, many colleges and universities receiving any federal assistance established an Office for Handicapped or Disabled Persons, which coordinated the development of services and accommodations that were necessary. Though the Rehabilitation Act has been in place since 1973, there was little litigation regarding access of LD students into colleges and universities until the late 80's and early 90's. The increase in litigation was likely result of the numbers of LD students who went through the public school enjoying rights protected under PL 94- 142 and expecting similar accommodations at the postsecondary level, and the passage of the Americans with Disabilities Act (ADA) in 1990, which brought bringing a greater awareness of disability rights issues (Rothstein, 2002).

The intent of the ADA (1990) is to provide equal opportunity for people with disabilities. It draws legal precedents from Section 504, but also extended the right and protections for individuals with disabilities into the private sector whether or not the company or organization received Federal funding (Rothstein, 2003).

The increased recognition and visibility of students with learning disabilities has also brought with it skepticism. Some high school guidance counselors and college deans question whether learning disabilities are real or simply tickets to receive special accommodations for SAT's, course registrations, and course requirements. One source of this skepticism is attributed to confusion surrounding definitional issues of learning disabilities (Brinkerhoff, McGuire, & Shaw, S., 2002). Other skepticism is founded upon the type of uninformed prejudices and opinions characterized by Judge Patricia Saris summary statement in her resolution of a 1998 case in which a group of students with learning disabilities sued Boston University, alleging unfair treatment under the

Americans with Disabilities Act. Judge Saris concluded that President Wesling was "substantially motivated by uniformed stereotypes about individuals with learning disabilities (Siegel, 1999).

Characteristics of College Students with Learning Disabilities

As the number of college students with learning disabilities increases, so does our understanding of this population; however, the LD field's struggle with the issues of definition continues to be reflected in issues of identification and documentation of students at the post-secondary level (Brinkerhoff, McGuire, Shaw, 2002; Gregg, 2003). The driving force of the majority of selection criteria for LD is the discrepancy model. The most prevalent discrepancy model which assesses and compares the student's aptitude and achievement levels is based on earlier definitions of LD (see p. 9). Problems with this model are attributed to the confusion of the symptom with the problem, that is, "low achievement relative to overall ability (the supposed cause of the ability) is confused with a specific cognitive deficit (the supposed cause of the achievement delay) (Brinkerhoff, McGuire, Shaw, 2002, p.112). More specifically, the aptitude/achievement model relies on product oriented measures such as IQ scores and achievement test scores while ignoring the processes and strategies that students use to approach learning and problem solving situations. This is particularly problematic for college-bound students who may have severe processing problems that may effect both overall aptitude and achievement scores (Brinkerhoff, McGuire, Shaw, 2002; Gregg, 2003).

In an attempt to bring consensus and consistency to the definition of LD, Hammill (1990) reviewed eleven of the widely accepted definitions and identified seven

common conceptual elements: 1) existence throughout the life span, 2) intra-individual differences, 3) central nervous system dysfunction, problems with learning processes, 4) specification of academic, language or conceptual problems as potential learning disabilities, 6) other conditions as potential learning disabilities, and 7) coexisting or excluded disabilities. The NJCLD's 1994 definition (see p.5) both addresses Hammill's (1990) comprehensive criteria and has been found to be the most appropriate at the postsecondary level because:

> - *It is the most descriptive definition of learning disabilities;*
> - *It is in line with the concept of intra-individual differences across areas; it specifies that learning disabilities exist throughout the life span; it deals with learning disabilities as the primary condition while acknowledging possible concomitant disabling conditions;*
> - *It does not rule out the possibility that learning disabilities can occur in people who are gifted and talented; and*
> - *It has support from a broad range of professional constituencies. (Brinkerhoff, McGuire & Shaw1995, p. 114)*

The NJCLD's (1994) definition provides a more complex model for considering LD. It broadens and problematizes the discrepancy model beyond achievement/aptitude to also consider information processing intrinsic to the individual, i.e., problems caused by the individual's inability to organize his/her thinking skills and systematically approach learning tasks. In addition, this conceptualization of LD requires consideration of concomitant limitations in areas such as psychosocial skills and physical or sensory abilities. Ideally, documentation from a comprehensive assessment includes relevant components for identifying and understanding the nature of the learning disability. The assessment should examine the learning process as thoroughly as possible recognizing that problems in one area of learning may affect performance in another. Thus, properly

administered, the documentation that is the foundation for the determination of a learning disability should involve, "obtaining an educational history, performing formal and informal testing, observing behavior, analyzing error patterns and making differential diagnosis that rules out other possible conditions or factors that impede learning" (Madaus, 2003, p. 157).

Cognitive Abilities

College students with learning disabilities exhibit a wide variety of cognitive abilities and challenges. Some researchers have posited that information processing variables may be better predictors of academic success than academic achievement scores, while others have cautioned against focusing on specific cognitive strengths and weaknesses rather than the student's ability to coordinate several mental components in a learning task (Madaus, 2002,Hagen, 2003, Vogel, 1998).

There is no one test that can properly assess the complexity of the learning process. The Wechsler Adult Intelligence Scale-Revised (WAIS-III: Wechsler 1981) and the Wechsler Intelligence Scale for Children-Revised (WISC-R: Wechsler, 1974) are the testing instruments used most often as the cognitive component for the documentation to qualify for LD services at the college level(Shaw, Cullen, McGuire &Brinkerhoff, 2002). The WAIS III contains fourteen subtests: six of which constitute the Verbal Scale, five of which constitute the Performance Scale, and three supplementary subtests that are considered in the index score. These tests are used to measure cognitive abilities, learning aptitude, and overall intelligence. Individual subtest scores provide specific information about individual cognitive processes, yet a more

helpful gestalt is gained by analyzing patterns among subtests. The WAIS III provides four indexes as one framework for pattern analysis. The Verbal Comprehension Index measures acquired verbal-related knowledge. The Perceptual Organization Index provides information on non-verbal reasoning, attentiveness to detail, and visual-motor integration. The Working Memory index gives insight into the ability to retain essential information while performing other cognitive tasks. Lastly, the Processing Speed Index measures the quickness and speed of visual processing and psychomotor performance.

In one study, a WAIS-R analysis was conducted for thirty six college students at Barat College by Vogel and Adelman (1990), who reported an average IQ of 103. Both Salvia et al. (1990) and Vogel and Adelman (1990) found that one significant commonality that LD college students had was significantly greater discrepancy in intra-subtest scores. The differences in the nature of the scatter contributed to the lack of continuity of any of the average composites.

Mangrum and Strichart (1988) analyzed the data from three studies of WAIS-R profiles of college LD students and found that the students scored highest on the Comprehension; Similarities, Object Assemblies and Block Design subtests. This would indicate relative strength in abstract thinking ability, social judgment, perceptual organization, and non-verbal concept formation. The lowest subtest scores were found on the Information, Arithmetic, and Digit Span subtests, indicating relative weaknesses in fund of knowledge, numerical reasoning and short-term memory and attention.

Finally, students with LD, along with other struggling learners, have significantly less ability to access appropriate learning or cognitive strategies to approach academic tasks (Perry, 2002; Vaughn, Gersten & Chard, 2000; Vaidya, 1999). This has been

attributed two causes. First, learning becomes difficult when there are cognitive weaknesses undermining the learning process causing students with LD to be overwhelmed, disorganized and frustrated in learning situations. Second, many adult students with LD carry with them the notion, “I am a person who cannot” rather than, “I am a person who can,” and assume an attitude of learned helplessness (Gersten & Chard, 2000). Conversely, recent studies have suggested that adults with LD are more able to take control of their lives if they are able to develop unique ways to approach tasks or learn new routines and problem solve in their own style, a process that has been termed “learned creativity”. Foundational to learned creativity is metacognition (Reiff, et al., 1997).

Academic Skills

There is significant evidence of continuing problems in reading, mathematics, spelling and written composition for college students with LD (Madaus, 2002, Hagen, 2003, Adelman and Vogel, 1990). An individual may exhibit one or all of these deficiencies, yet collectively the college LD student achieved anywhere from third grade to college levels in these academic skills.

Once again, variability among the LD students was common. Some students had very high mathematical reasoning abilities and low reading and writing skills, while others had difficulty with very basic practical math and had average reading ability. Dalke's study in 1988 compared the performance of college freshman with and without a diagnosed learning disability on the Woodcock Johnson Psycho-Educational Battery and found that there was a significant difference between the two groups on all of the

cognitive and achievement tests. Moreover, she found that the lowest mean score for the LD group was on the Written Language cluster, a measure of basic writing skills.

In addition to weaknesses in basic academic skills, it appears from anecdotes that this older population is also typified by difficulties with time management, organization, rate of processing, and decision making (Johnson, 1990; Margolois & McCabe, 2003). Reports of difficulties with these skills have been more observational than empirical because of the difficulty in measuring them on highly standardized tests.

Psycho/Social Abilities

Historically, the LD population has been targeted as particularly vulnerable with respect to psycho/social issues. Much of the earlier research focused on younger children; however, more recent research suggested that the emotional vulnerabilities that occurred in LD children are also evident in adulthood (Adelizzi, 2003; Barton & Fuhrman, 1994; Price, 2002). Based on a case study of adults with LD seeking therapy, Gerber, Ginsberg, and Reiff (1992) reported that these individuals were experiencing a high incidence of anxiety, depression, low self esteem, poor interpersonal skills and difficulties with intimacy and sexuality. In much of the early research, the nature of the relationship between learning disabilities and psychological disorders remained unclear. More recently, research has supported the notion that psychosocial issues individuals with a diagnosed LD experience may be a direct result of the disability itself and/or an outgrowth of it (Little, 1993).

In her review of the literature regarding psychosocial issues and adults with LD, Price (2003) asserted five categories that are helpful in framing the psychosocial issues they experience. She suggested that the first and most prevalent psychosocial issue that

emerges for individuals with learning disabilities is the lack of a positive self concept. Gerber, Ginsberg, and Greiff's (1992) study suggested that the negative self concept is a consequence of a sense of frustration that develops from their inability to complete certain tasks which turns inward and undermines self confidence and respect. In a recent study, McNulty (2003) highlighted the negative impact the process of testing and diagnosis has for children who perceive the results as confirming feelings of inadequacy and the sense that they are not "normal". He further suggested that the impressions and insults to self these children experience carry over into adulthood, continuing its attack on the individual's self concept. In her doctoral thesis, Adelizzi (1998) emphasized the impact shame has on women with LD. She suggested that the women she studied experienced humiliation related to their diagnosed LD which became internalized undermining their sense of self. This sense of shame could be heard in the words of one of her respondents. "I thought I was stupid. So, when I was younger, I mostly stayed by myself and separate because I just didn't feel like I was able to fit in. Sometimes if someone was talking and I couldn't understand what they were saying I was ashamed to have them repeat the question or whatever they would say out of fear they would think that I was stupid" (p.61). These feelings of shame and being "less than" carry significant insults to self that carry into adulthood.

Perry's (2002) second category of psychosocial issues experienced by adults with LD was inappropriate or ineffective socialization. The research related to this issue indicated that it may be caused by the diagnosed LD and/or be a consequence of it. In the mid 1970's Byron Rourke (1989) began intensive research on a children with nonverbal learning disabilities (NVLD), a discrete subtype of LD documenting their

neuropsychological profile. Through his ongoing research he found that children with NVLD have deficits in visual spatial, tactile and tend to rely on their strengths in tote memory, auditory perception and simple motor skills. As a result, individuals with NVLD often have stilted social interactions that lack reciprocity. Difficulty with visual spatial processing may also cause them to misinterpret social clues imbedded in body language or facial gestures while those with challenges in language development may not fully understand messages conveyed through the spoken word (Rourke & Fuerst, 1991). These misinterpretations can strain relationships and socialization thus undermining their social development (Denkla, 1998; Jackson, Enright & Murdock, 1987; Rourke & Fuerst, 1991).

Additionally, adults with LD who were placed in special education settings as children may have lost important opportunities to develop socially because of their segregation from the mainstream (Goss, 2005). A young man in his twenties who was interviewed as part of a study about the impact of earlier educational experiences on adult college students with learning disabilities explained that the substantially separate setting “affected much more than just my education. It affected my social skills and everything else. I was excluded from a lot of things I’d have been able to do. I wasn’t able to partake of sports. I wasn’t able to partake in group activities because I wasn’t considered part of the school system. I wasn’t, at one point, going to be allowed to graduate with the class because I wasn’t part of the school system (Goss, 2003, p.9). Though not all students with LD experience this level of segregation, many spent significant time in resource rooms separating them from important circles of socialization hindering their overall social development.

The third category Perry (2002) highlighted was overdependence. She suggested that individuals with LD internalize their failures, believing they are not able to positively influence their own lives and consequently attribute their successes to others. Lewis (2003) suggested that these individuals have become paralyzed by humiliation that they experienced as children in the classroom when they were unable to meet standards and expectations. The humiliation remains with them into adulthood, causing them to "shutdown" and allowing others to act on their behalf. Unfortunately, studies have also suggested that overdependence is often reinforced by well meaning parents and teachers who provide support by directing students rather than promoting independence and self determination (Field and Hoffman, 1996, Price 2002). As a result, adults with LD often have difficulty separating from parental control and values and developing an internal locus of control.

Perry (2002) suggested the fourth category of psychosocial skills was a result of the combination of low self esteem, inadequate social skills and dependency issues, often resulting in high levels of stress and anxiety for adults with LD. Adelizzi (1998, 2002, 2003) posited that past experiences in the classroom have been noted to be severe enough to be considered traumatic. Their sense of loss of control coupled with their fear of being placed, once again, in situations where they will, once again, not be able to meet demand and made to feel "stupid" creates ongoing levels of stress and anxiety. Previous failures and humiliations experienced in the classroom can be reawakened when students with LD enter new educational settings even though there have been intervening academic successes.

Perry's last category of psychosocial issues experienced by adults with LD was negative feelings and behaviors. Low self esteem, feelings of worthlessness, and the difference between what an individual believes s/he ought to be compared to what s/he believes is may result in a low grade, chronic depression (Adelizzi, 1996, Cohen, 1996, Field & Hoffman, 1996). Feelings of anger, shame, and inadequacy can turn inward causing depression or outward causing disruptive and destructive behaviors. Goss (2003) explained, "Disruptive behaviors in the classroom may be expressions of the anxiety or frustration the student is experiencing. They may also be part of the masks of humor, anger, defiance, and boredom that many people with learning disabilities use to cover up their weaknesses, fears, and self doubts (p.10).

The negative effects of these psycho/social issues for students with learning disabilities contribute to their difficulties in college settings; consequently, college students with learning disabilities have a significantly higher incidence of failing out of school due to poor interpersonal relationships and significant emotional issues than non-LD college students (Vogel et al, 1998, Wong, 1996). These factors must all be considered when considering support systems that appropriately meet the needs of this population.

Support Services and Service Providers for College Students with LD

Peterson's Colleges with Programs for Students with Learning Disabilities or Attention Deficit Disorder (1997) and the *K and W Guide to Colleges for the Learning Disabled* (1998) identify over one thousand colleges and universities that offer services and programs for students with learning disabilities. The supports range from services that facilitate accommodations mandated by the American with Disabilities Act (1990) to

comprehensive programs and curriculum specifically designed for students with LD. Additionally, programs and services have different philosophical approaches, ranging from focusing on remedial academic skills to providing subject matter tutoring and compensating skills, to a learning strategy approach (Brinkerhoff, Shaw & McClure, 2002; Vogel, Vogel, Sharoni & Dahan, 2003).

The plethora of support programs available combined with the range of profiles and needs of students with LD wanting to attend college calls for the need for a transition plan for these students that includes professionals who will help them evaluate options to determine what setting might be right for them. To be most effective, transition planning should begin as early as eighth grade and should involve the student, parents, guidance counselor and LD specialist (Brinkerhoff, Shaw & McClure, 2002; Vogel, Vogel, Sharoni & Dahan, 2003).

As previously noted, the professionals who provide the direct services for students with disabilities come from diverse of educational backgrounds and arrive on college and university campuses without much training in the field. The Association on Higher Education and Disability (AHEAD) has developed professional standards for post secondary service providers for students with disabilities that describe specific skills and responsibilities (Shaw, McGuire& Madeus, 1997). Within these standards is a category of standards that is specific to professionals who provide direct services to students with disabilities (Table I).

The standards delineated in Table I are for post-secondary personnel working directly with students with any type of disability. This is an important step for

Table I

2. Direct Service

Providing services directly to students or acting on behalf of students with members of the campus community.

2.1 Maintains confidential student records (e.g., documentation of disability).
2.2 Serves as an advocate for students with faculty or administrators.
2.3 Determines program eligibility for services based upon documentation of a disability.
2.4 Responds to inquiries from prospective students or their parents.
2.5 Consults with students about appropriate individualized accommodations based upon documentation.
2.6 Provides information to students regarding their legal rights and responsibilities.
2.7 Communicates information regarding program activities and services to students.
2.8 Consults with faculty regarding the instructional needs of students.
2.9 Consults with institutional administrators regarding the needs of students (e.g., department directors).
2.10 Consults with other campus departments regarding the needs of students (e.g., health services, residential life, admissions, counseling services).
2.11 Communicates information regarding program services to the campus community (e.g., admissions brochure, student catalog).
2.12 Arranges auxiliary aides for students.
2.13 Arranges individualized accommodations for students (e.g., testing accommodations).
2.14 Distributes program brochure or handbook to campus departments (e.g., health services, counseling services).
2.15 Processes complaints/grievances from students.
2.16 Provides personal/individual counseling to students relating to disability issues.
2.17 Coordinates assistants for students (e.g., note takers, interpreters, readers).
2.18 Provides academic advisement to students relating to disability issues.
2.19 Provides counseling/advisement to enhance student development (e.g., self-advocacy).
2.20 Assists students in self-monitoring the effectiveness of accommodations. (Shaw, McGuire & Madaus, 1997)

professionalizing the field and for helping to ensure quality programs for students with disabilities. It is equally important to document what the service providers are required to do in order to meet the needs of specific populations, i.e., students with LD. Implicit in these descriptions is not only what the service provider must do, but also how s/he must provide the services to best meet their students unique needs.

The Association of Educational Therapists (AET) was developed in 1979 to support those special educators whose work combined clinical with the educational models of intervention. AET clarified the definition of an educational therapist as a "professional who combines educational and therapeutic approaches for evaluation, remediation, case management, and communication/advocacy on behalf of individuals of all ages with learning disabilities or learning problems (Underleider and Maslow, 2001, p.311). AET developed a code of ethics and standards of practice to ensure educational therapists have skills in the following psycho-educational therapeutic processes:

1. *formal and informal educational assessment;*
2. *synthesis of information from other specialists;*
3. *understanding the client's psychosocial context of family, school, community, and culture;*
4. *development and implementation of appropriate remedial programs for school related learning and behavior problems;*
5. *strategy training for addressing social and emotional as well as academic aspects of learning problems;*
6. *formation of supportive relationships with learning disabilities and with those involved in their educational development; and*
7. *facilitation of communication between the individual, and the family, the school, and the professionals involved* (Underleider and Maslow, 2001, p.311).

The interdisciplinary nature of AET's description of the skills of an educational therapist addresses the complex intersection of characteristics and needs of college

students with LD. It is within this paradigm that I want to explore how a mentor is able to help students understand themselves as learners more fully and deeply.

Metacognition

The study of metacognition as a separate entity from cognition was begun by John Flavell, a psychologist, conducting his research at Stanford University. Flavell concurred with Piaget's premise that cognition develops through the ongoing, mutually dependent processes of assimilation and accommodation as the cognitive system interacts with the environment. Within this context, he suggested metacognition involves "cognitions about cognition" (1976) and can be broken into two components: metacognitive knowledge and metacognitive experience.

Flavell defined the first component, metacognitive knowledge, as referring to:

> *...one's knowledge concerning one's own cognitive processes and products or anything related to them, e.g. the learning relevant properties of information and data. Metacogntion refers among other things, to the active monitoring and consequent regulation and orchestration of these processes in relation to the cognitive objects or data on which they bear, usually in the service of some concrete goal or objective (1976, p.2.)*

Later, Brown (1987) described metacognitive knowledge as "the understanding of knowledge, and understanding that can be reflected in either overt use or description of the knowledge in question" (p.65). Central to both of these definitions is the notion that metacognition involves two distinct forms of competence: declarative knowledge about the cognitive system, "knowing that", and effective regulation and control of that system,

"knowing how"(Brown, 1987; Pintrich, 2002). For example, a student might know or believe that he has a poor memory (declarative knowledge). As a result, he has learned mnemonic strategies to improve his ability to recall (procedural knowledge). Knowledge about cognition has been considered to involve higher order cognition than does regulation and control of cognition, because declarative knowledge is conscious and stateable, whereas the activities to regulate and control learning activities are not. Hence, as Brown states, "knowing how to do something does not necessarily mean that the activities can be brought to the conscious level of awareness and reported to others (Brown, 1987, p.67).

Flavell described metacogntive knowledge as the understanding of one's own learning along three dimensions: an understanding of the universal, inter-individual, and intra-individual aspects of cognition; an understanding of the way in which the nature of a task affects how you approach that task; and a conscious knowledge of the use of different strategies that one uses for achieving a goal (Flavell, 1986). He suggested that metacognitive knowledge is that knowledge that has been stored in long-term memory that is not related to a particular subject, but rather to the mind and the way that it works. It can also be subdivided into knowledge about persons, tasks, and strategies.

Knowledge about persons includes any information that a person has stored about the ways humans think. As stated previously, this information includes knowledge that a person might have about the universal aspects of our cognitive processes, our inter-individual differences, and our intra-individual differences. The knowledge about tasks includes information that relates to the nature of information encountered and dealt with in any cognitive task. Finally, the knowledge about strategy refers to information that

has been stored regarding both successful and unsuccessful strategies that can and have been used, and why they were successful or not.

The second component of Flavell's conception of metacognition is metacognitive experience. He defined metacognitive experiences as "cognitive or affective experiences that pertain to a cognitive enterprise. Fully conscious and easy-to-articulate experiences of this sort are clear cases of this category but less fully conscious and verbalizable experiences should probably also be included in it" (Flavell, 1985, p. 107). Therefore, a metacognitive experience can be a simple or complex experience in which a person focuses on where s/he is in the process. For example, a person taking an exam might sit back after the first half that involved multiple choice questions and wonder whether s/he should approach the essay portion differently. These metacognitive experiences usually happen in tough cognitive enterprises where the person is endeavoring to take the cognitive task one step at a time, monitoring and regulating each step of the process. It appears that metacognitive experiences serve to mediate ongoing activities as well as inform metacognitive knowledge. It also seems likely that metacognitive knowledge, metacognitive experience, and cognition are constantly eliciting and informing one another during any cognitive task (Flavell, 1985; Georghiades, 2004; Pintrich, 2002).

Three sources of confusion have been noted concerning the concept of metacognition. The first is the knowledge/control distinction (Braten, 1990; Georghiades, 2004; Piatrich, 2002). This is evident in the answers that leading proponents in the field give to questions such as: At what level of consciousness do metacognitive activities operate?; at what stage of development do metacognitive abilities emerge?.. Often the answer is, "It depends. The answers to these questions differ

according to which competence is considered "(Braten, 1990, p. 184). Central to these specific questions is a broader dilemma. Is it really legitimate to ascribe metacognitive competence to an individual who has acquired the knowledge that keeping track of his own cognitive progress considerably reduces the risk of failure in a range of tasks, but at the same time does not apply this knowledge in a concrete learning situation where success is highly valued? Or, conversely, if an individual demonstrates planning activities during an ongoing attempt to learn, but is not consciously aware of the significance of these activities, nor is able to describe them verbally, does s/he have metacognitive competence? (Braten, 1990). This confusion is attributed to the fact that a single term is used to refer to both declarative and procedural aspects of metacognition; however, it is also noted that the desire to maintain these two competencies under the umbrella of metacognition is underscored by its ultimate goal of enhancing learning though self-understanding (Braten, 1990, Georghiades, 2004; Swanson, 2001).

A second source of confusion in the field of metacognition is the distinction between what is “meta” and what is “cognitive”. Some have suggested that to deserve the term “metacognition”, knowledge must be second order, that is “rules about rules”; yet, this distinction has not been consistently used. This might be due to the lack of empirical clarity of the relationship between metacognitive and cognitive performance (Braten, 1990). Flavell attempted to clarify the difference by suggesting that cognitive strategies facilitate learning and task completion, whereas metacognitive strategies monitor the process (Flavell, 1976). Geoghiades (2004) asserted that metacognition is distinguished from cognition because cognition can happen even in the absence of critical thinking. “Metacognitive monitoring of the process of learning or task

completion, on the contrary, entails more than passive observing. It requires an element of judgment that is essential in comparing, assessing, and evaluating the content or the processes of one's learning (self appraisal). This judgment-laden reflective feedback will later enable the meacognitive learner to take informed action for rectifying the situation (self-management) (p.371).

The third pervasive problem in metacognitive theory has been the question of whether metacognitve competence is relatively context-free or "welded" to the original learning situation. In other words, can metacognive knowledge and control techniques taught in one academic domain be transferred to another academic domain? Once again, definitional issues impede consensus within the research. Analysis of the research suggests that some metacognitive skills are domain specific while others tend to generalize across domains (Everson, 1997). This question has significant implications for how metacognition is learned and developed, and whether it is transferable (Braten, 1990).

Historical Roots of Metacognition

The body of research that is foundational to metacognition has its roots in the study of consciousness. Piaget (1970) explored the development of consciousness, the awareness and control of the operation and results of an action, and attributed this development to the onset of the operational stage which occurs between the ages of 7 and 12. He postulated that awareness of the result of an action is the first to develop, and later extends to the "how" of a task when the child is able to decenter, shifting away from egocentrism.

Piaget explained that the decentralizing shift occurs as a result of experience with the physical world. He suggested that the role of language in cognitive development is to serve as a mirror of the mind; therefore the development of language is directly dependent on the development of thinking. Piaget posited that children's language can be placed into two categories, socialized and egocentric. Socialized language is intended for communicating to others, whereas egocentric language, he stated, has no other purpose than to accompany the action of the child (Piaget, 1970).

Vygotsky (1986) supported Piaget's concept of consciousness, yet saw it as a higher developmental form of egocentric speech. Whereas Piaget considered egocentric speech as purposeless babble which accompanies activity, Vygotsky considered egocentric speech to "serve mental orientation, conscious understanding; it helps in overcoming difficulties; its speech for oneself, intimately and usefully connected with the child's thinking" (p. 228).

Vygotsky initiated an investigation that placed increasingly more difficult and frustrating tasks before children. He found that when the tasks became difficult, the coefficient of egocentric speech almost doubled. He also found that the onset of the egocentric speech was often the productive turning point of the activity. Gradually the egocentric speech shifted toward the middle and eventually to the beginning of the activity. Thus, he concluded that young children increasingly use egocentric speech as a means of seeking, planning, and organizing their actions, thereby submitting their own cognition to deliberate or voluntary control (1986).

Vygotsky also disagreed with Piaget's findings that egocentric speech dies out at approximately age seven to eight. He suggested that egocentric speech "goes

underground" and becomes "inner language" (1986). These conclusions were the result of experiments that he conducted with children of that age asking them to "think aloud" while they were engaged in their activities. He found that the inner language of the older children's thought was similar to the egocentric speech of the younger children. First, the audience of both egocentric speech and inner language was self. Second, both forms of speech had similar characteristics: out of context they would not be comprehensible. "Inner speech is to a large extent thinking in pure meanings" (p.249). Third, Vygotsky found that the coefficient of inner speech increased as a function of difficulty of the task just as it had done in his experiments with egocentric speech (1986).

Central to Vygotsky's notion of the development of inner speech was his stance that development is a profoundly social process. He saw language as a tool of thought existing outside of an individual created by society bearing the characteristics of the cultural development of that society. However, he also saw language as an individual sign system responsible for his/her ability to mediate and regulate her own behavior. "The sign system of language is thus a means by which individual activity and individual consciousness are socially determined (Braten, 1990, p.3 12). Within this context, Vygotsky saw language first used by the environment to direct the child, and then used by the child to direct his actions and ultimately his own thoughts; thus, the child proceeds from social to egocentric, and then to inner language.

Overview of the Evolution of Metacognition

Since Flavell's initial work, the study of metacognition has developed along four different strands. The first strand centers on verbal reports as the basis of data about

metacognition. It is through these reports that questions regarding conscious access to cognitive processes, as well as the effects of such reports on the processes themselves, can be explored. The nature of conscious knowledge and the question of whether language is a good indicator for knowing what is in an individual's conscious understanding are debatable issues. The conceptual base for this strand of research lies with constructive psychologists, such as Jerome Bruner (1956), who assert that individuals create meaning through their interactions with the environment rather than uncover meaning from interaction with their surroundings. The constructivists broke away from behaviorist methodology and relied on the introspective reports as they reacted to stimuli that were presented to them in contrast to behavioral methods which stressed observation of subjects' reactions. Central to this strand of research is that "ultimately, an individual will not only be able to think, know, or cognize, but also to report thoughts about thoughts, knowledge about knowledge, or cognizing about cognition to others as well" (Braten, 1990, p. 186). Typically assessments of metacognition that are based on verbal reports rely on ratings of interviews and surveys with students who are questioned about their knowledge of their cognitive processes, or an analysis of "think aloud" protocols (Schraw & Dennison, 1994; Tobias & Laitusis, 1997).

In her discussion of research of verbal reports as data, Brown (1987) noted the problems that are presented when asking individuals, particularly children, to report on the components of their own cognitive system, while Braten (1990) also highlighted the confounding methodological factors of asking individuals how they would perform in hypothetical situations. More recently, researchers have attempted to mitigate these

confounding factors by conducting such investigations in naturalistic settings using methods and measures that can be adapted to suit the unique characteristics of a particular teaching and learning environment (Perry, 2002). Unfortunately, it has been noted that access and time constraints has limited more naturalistic studies conducted on metacognitive processes in college or advanced training programs (Tobias & Laitusis, 1997).

Another area of interest in the body of research regarding the verbal report of metacognitive processes is the effect verbal reports have on cognitive performance. Travers, Sheckley & Bell (2003) summarized research regarding the effect of reflective dialogue on adult students' ability to regulate their own learning and noted, "the more reflective dialogue in which students engaged, the more self regulating learning strategies they developed" (p.4). Conversely however, verbalization is also thought to have a negative effect if it is competing for central processing capacity with the processes that are to be reported, or if the processes that are to be reported are already automatized.

The second strand of research describes metacognition as executive functions (EF) or executive control within the information processing system. Denkla suggested that EF are decision-making processes that are involved at the outset of a task, particularly a novel challenge, and are at their fundamental level directly involved with inhibition and working memory. That is, an individual involved in problem solving must stop to plan, analyze the task at hand, and then hold strategies in the working memory to attain the desired goal until the appropriate time to make use of them (Denkla & Reader, 1993). Tasks that are novel by nature require EF; however, as they become routine or

habitual, they make decreasing demands on the executive system. This understanding of EF is applicable to simple and concrete problem-solving behaviors of young children at one extreme to the complex and abstract strategic thinking and problem solving activity of scientists at the other.

Both EF and executive controls are thought to be processes that overarch all contexts and content domains (Denkla & Reader, 1993). Though the skills can be applied within specific contents and/or contexts, executive processes and functions are flexible and transferable. They provide a self-appraisal of the processes of one's learning and the judgment-laden feedback necessary to inform future problem solving activity. It is interesting to note that affective aspects of the executive functions are seen as either initiated or controlled by cognitive mechanisms (Kagan, 1984, Georgiades, 2004).

Research and clinical discussions about EF have attempted to develop and organize otherwise unsystematic lists of functions. Neuropsychologists such as Pennington (in Ylavisaker & Feeney, 2002) derived four distinct components of EF through factor analysis of children's tasks: working memory, cognitive flexibility, inhibition and planning. An alternative strategy for systematizing lists of EFs has been to group functions by anatomic localization within the frontal lobe. "For example, Pennington suggested that orbitofrontal areas are associated with impulse control and related functions, dorsolateral areas with attention, temporal regulation, and related working memory functions, and frontomesial areas with activation/initiation functions (Ylavisaker & Feeney, 2002, p. 52).

Developmental psychologist Jerome Kagan (1984) described the set of competencies a person develops which apply to the governance of a broad set of

problems as "executive processes". They include: articulation of a problem and its solution; awareness of the cognitive processes necessary to solve a problem; activation of cognitive rules and strategies; increase in flexibility of thought; control of distraction and anxiety; monitoring of the solution process; development of faith in the thought process; increased motivation for the best solution. He used the term “executive” to convey the idea that these processes are superordinate to the basic mental processes.

Though isolating components is helpful in understanding the nature of EF, it is important to address the executive components of tasks in a unified manner in the context of meaningful everyday tasks. Students of cognitive development recognize that all aspects of cognition develop in an interdependent manner. Any intervention model that attempts to isolate components ignores the complexity of this dynamic (Hughes, 2002).

The study of EF has become particularly important to professionals who work with people with disabilities. This is true because the very nature of problem solving activities that those with disabilities must engage in to overcome the obstacles to success their disabilities create requires exceptional skill in executive functions. “Finding from many studies confirm what for many is conventional wisdom, namely that success in most domains of life has more to do with how effectively people understand their strengths and needs, and how strategically they use their capacities and abilities to achieve their goals, rather than with the abilities themselves (Ylavisaker & Feeney, 2002, p. 65).

Criticisms of the executive processing strand of research focus on the oversimplification of cognition into a model that was developed from computers. It

confines cognition to an input, integration, output, and feedback sequence and does not deal with more complex issues such as concept formation. Also at issue is the seeming disregard of creativity within the informational processing model, because it cannot be explained in this linear fashion and disregards the impact of affect that is not cognitively based (Braten, 1990).

The third strand is based upon self regulation which is closely related to executive control. This strand of research explores how self regulated learning (SRL) develops. The term SRL has been used by theorists to describe independent, academically effective forms of learning that involve metacognition, intrinsic motivation, and strategic action (Perry, 2002). Individuals who effectively regulate their learning use an internal calibration process of planning, self monitoring and self evaluating to engage in a set of effective learning strategies for studying, learning new material, accessing information, conversing with other individuals, and related activities that assist learning. Travers, Sheckley & Bell (2003) reported that the last ten years of research has substantiated that , "a positive relationship between learners' intrinsic control of their own learning and a range of positive learning outcomes, including higher scores on achievement tests, favorable teachers' reports, positive attitudes toward school, high grades in courses, working hard to learn, proactive abilities to cope with difficult learning tasks, enjoyment of learning, greater persistence in programs of study, and professional competence upon graduation from college" (p.2).

The final strand of research related to metacognition investigates teaching methods for enhancing metacognition. One paradigm for encouraging metacognition investigates the interaction between the teacher and learner and its influence on

developing metacognitive abilities. It views metacognition as a developmental concept-not one that is taught within a relatively brief time and then immediately implemented. Rather, this perspective stresses the importance of the relationship between the "expert learner" and the "novice learner", and the gradual development of the novice learner through scaffolding techniques (Goos, Galbraith, and Renshaw, 2002).

In their study of students taking a math course in a community college, Travers, Sheckley & Bell (2003) found that when instructors provided students specific cues and feedback on regulating their own learning, students enhanced their SRL. This was accomplished by using probing questions to stimulate reflective dialogues about problems; providing corrective feedback about how individuals went about their learning, and helping students sort out tangential facts that were relevant to the task at hand. This study followed similar approaches that were used in studies with younger children in which metacoginitive strategies were embedded or “situated” in specific course material (Georghiades, 2004; Goos et al, 2002.). In each of these studies, the teacher offered assistance during lessons that progressively scaffolded students' reflection about their selection of strategies, identification of errors, and evaluation of answers. Goos (2002) noted the dilemmas present in the teacher’s attempts to mediate metacognitive learning for individual students:

> *A teacher's intervention may be misdirected and cause more confusion than clarification, or may deny students the opportunity to resolve their own difficulties. Decisions also need to be made about the timing of such interventions, and, indeed, whether to intervene at all. There are finely tuned appraisals to be made about the timing, amount, and type of assistance to provide, if a delicate balance between encouraging persistence and avoiding frustration is to be achieved(p.220).*

Most of the research that has been carried out related to metacognition has shared an anticipation of improving learning outcomes as a result of the practice of metacognition (Georghiades, 2004). Yet much of the research on teaching metacognition has focused on young children (Travers, Sheckley & Bell, 2003). This has caused some educators to lament, "The current state of the literature on metacognition has already given signs of a theory-practice gap emerging, comprising extensive academic elaboration on the mechanisms of metacognitive thinking and rare attempts to bring this inside the ordinary class-rooms" (Georghaides, 2004, p379).

The Relationship of Metacognition to Human Development

The concept of metacognition comes from a Piagetian tradition. Brown (1987) described the development of self regulation as it corresponds to Piagetian developmental stages. Initially the individual unconsciously adjusts his own overt actions. In the next stage, the person is able to construct theories in action through concrete experiences. Finally the individual is able to consciously take control of purposeful learning and problem solving. Since Piaget, structuralists have agreed that development occurs as a result of some type of interaction of experience and cognition. Brown (1987) suggested that the individual is able to meld all of his individual, context-bound theories for problem solving and learning into one cohesive system. Through experience, individuals assimilate and eventually accommodate new and increasingly more complex schemas of thought. This is accomplished by the individual reflecting and evaluating the thought processes at the preceding level.

> *This change cuts across all different theoretical approaches to learning and development - from neo-Piagetian models, to cognitive science and information models, to Vygotskian and cultural or situated processing models. Regardless of their theoretical perspective, researchers agree that with development students become more aware of their own thinking as well as more knowledgeable about cognition in general (Pintrich, 2002, p.219)*

Metacognition also plays a role in developmental paradigms outside the structuralists' tradition. The developmental stages that are described in *Women's Ways of Knowing (*1986) are an extension of the constructive developmental belief that humans grow and change over time and enter qualitatively different phases as they create meaning of their surroundings. (see appendix A) Central to this model is the interaction between the evolvement of an understanding of the nature and origins of knowledge with the development of an understanding of self. This is exemplified in the description of the knower in *Women's Ways of Knowing's* final stage of constructed knowledge.

> *Becoming and staying aware of the workings of their minds are vital to constructivist women's sense of well-being. Self-awareness aids them in setting the ground rules for their interactions with others and in self-definition. Constructivists seek to stretch the outer boundaries of their consciousness - by making the unconscious conscious, by consulting and listening to self, by voicing the unsaid, by listening to others and staying alert to all the currents and undercurrents of life...* (Balenky, Clinchy, Goldberger & Tarule, 1986, p.141)

The description of women's development as told in *Women's Ways of Knowing* is highlighted by women coming to an understanding of themselves as knowers, how they think, how they feel, and how they interact with the world around them. It is the metacognitive, developmental process that makes what is implicitly known about

themselves and the nature of knowing at one level, explicitly known, evaluated, and used at the next level.

One study that explicitly explored the developmental nature of metacognition was conducted by D.E. Schrader (1988) on the relationship between metacognition and moral development. In Schraeder's doctoral dissertation, *Exploring Metacognition: A Description of Levels of Metacognition and their Relation to Moral Judgement*, she described five levels or stages of metacognitive development. (appendix A) Woven within these levels is the development of an inner voice that is articulating, and eventually orchestrating, and then evaluating the thinking process. I found Schrader's model to be a helpful lens for considering the metacognitive development of students because it seemed to place its development within a larger context of increasingly complex levels of meaning making.

Mentoring

History of the "Mentoring Relationship"

The current literature on mentoring reveals different definitions of the term that reflect the various characteristics that seem to define informal and formal mentoring relationships. "Informal mentoring relationships are psychosocial mentoring relationships, enhancing proteges self-esteem and building confidence through interpersonal dynamics, emotional bonds, mutual discovery of common interests, and relationship building. Formal mentoring relationships, in contrast, are generally organized and sponsored by work-places or professional organizations: a formal process matches mentors and proteges for the purpose of building careers" (Hansman, 2002, p.9).

The term mentor has only recently resurfaced to define a unique learning relationship which is characterized by a concern for the academic as well as the overall development of the student (Daloz, 1999, Hansman, 2002).

In the Greek epic *The Odyssey*, “Mentor” was the name of a long time friend of Odysseus who was given the responsibility of looking after his son Telemachus. Mentor served as an instructive guide for the young man as he searched for his father Odysseus. In this role, Mentor served as a classic transitional figure, assisting Telemachus on his journey from youth to establishing his identity in adulthood (Homer, 1967).

Though "Mentor" was used to name an instructive guide in early Greek mythology, it is not the term that provides a historical foundation for the term as it is used today in psychological and educational literature. Rather, an investigation of apprenticeship appears to provide historical roots to the mentoring relationship as it is defined in educational literature (Zucker, 1982).

Prior to the twentieth century, the term apprenticeship signified a contractual agreement involving an exchange of labor for education, usually in a trade. However, the education historically went beyond skill training to serve a developmental function as well.

> *Originally the term apprenticeship was employed to signify not merely the practical training in the mysteries of a trade, but also that wider training of character and intelligence on which depends the real efficiency of the craftsman* (Bray p. 1; quoted in Zucker, 1982, p. 14).

The developmental function of apprenticeship is seen historically as early as the second century B.C. in Babylonia and beginning in the eighth century in early Greece, as

well as throughout recorded history in China, Ceylon, Egypt and Europe. These civilizations likened the apprentice relationship to that of an adopted son, or lover and beloved, and in Greece it was considered to be the cornerstone of the education of its young (Zucker, 1982).

During the 1800's, apprenticeship, as it had been earlier defined, began to deteriorate. As industrialization grew, along with the use of assembly lines, there was also a greater demand for the training of specialized operators of the machines rather than true craftsman. This negated much of the personal involvement between master and apprentice replacing it with a depersonalized employer/employee relationship (Zucker,1982).

Apprenticeship, as a broader educational and developmental tool, reemerged in the early 1970's in the management literature with an interest in the "relationship itself which forms the context of the training and development process"(Zucker, 1982, p.21). In 1978, Daniel Levinson, et al, thoroughly explored the notion of a mentor/ protégé relationship which casts the mentor's role as a transitional figure which helps to guide the protégé's development. Since that time, there has been research in the educational field as to the importance of the mentoring role with specific college populations, i.e. non-traditional, minority and female students (Daloz, 1999; Clinchy; Goldberger, & Tarule, 1986; Hansman, Mott, Ellinger & Guy, 2002; Stein and Glazer, 2002). Each of these authors highlighted the importance of the personal connectedness in the successful education of these populations.

Nature of the Mentoring Relationship

The nature of the mentoring relationship has been described through the use of metaphors such as guide, midwife, and wisdom personified. Each of these metaphors communicates an essential quality of the relationship. These guides "embody our hopes, cast light on the way ahead, interpret arcane signs, warn us of lurking dangers, and point out unexpected delights along the way (Daloz, 1986, p. 16). The midwife assists in the birthing of a voice and a consciousness. S/he does not act as a physician who may administer anesthesia and take-over the birthing her/himself, but rather supports thinking allowing the student to feel the contractions of development along the way (Belenky, Clinchy, Goldberger, Tarule, 1986). As wisdom personified, the mentor embodies wisdom but is not the source of wisdom himself. Therefore, the mentor becomes the means to an end rather than the end itself.

It is widely acknowledged that the nature of the mentoring relationship goes far beyond the boundaries of a conventional teacher/student relationship (Daloz, 1986, Main, 1990; Hansman, Mott Ellinger & Guy, 2002; Schneider, Schneider, Klemp, Kastendeik, 1981; Zucker, 1982).

> *If we are serious when we assert that education is most successful when students 'grow,' that it is intellectual development we are about rather than simply knowledge acquisition, then the evidence is strong that emotional engagement must be part of the learning process. The recognition that passion is central to learning and the capacity to provide emotional support when it is needed are hallmarks that distinguish the good mentor from the mediocre teacher* (Daloz, 1986, p.33).

The mentoring relationship appears to extend the boundaries of the student/teacher relationship in three significant ways: it must have a whole person

orientation, a humanistic-learning quality, and embrace broader goals than the conventional educational relationship (Daloz, 1999; Hansman, Mott, Ellinger & Guy, 2002).

A mentor does not draw strict boundaries between academic and personal matters when working with a student, thus dealing with the whole student. "Not having to maintain a rigid division between work (thinking, performing, achieving) and personal relationships (loving, caring, fostering development), he can combine work and friendship in various admixtures (Zucker,1982, p.32). This whole-person orientation develops mutuality and trust as the student comes to realize that the mentor cares about him as a person, not solely a student. Incorporated in this interaction is an opening up of the mentor revealing her own human qualities.

The relationship between the mentor and the student must take place in a humanistic-learning environment. It must be student-centered and provide a safe context in which the student can reflect, explore, and stretch. Specific characteristics include positive regard, a perspective that all students are capable of learning and growing; acceptance of the student's frame of reference, using this knowledge to respond to students needs; and emotional availability of mentor, expressing his/her own feelings and shared experiences (Schneider, Klemp, Kastendeik, 1981).

The true mentoring relationship also has goals that go beyond the immediate task at hand. Different researchers have framed those goals in different ways. Daloz (1986, 1999) suggested that the mentor's goal is to help provide a vision for the student. "...it means helping them to develop a new vision of themselves based on their own experience rather than images they have absorbed from others" (Daloz, 1986, p.152).

Candy (1990) emphasized the goal of helping the student to gain a sense of personal control and encouraging the student to believe in her own abilities. Zucker framed it in more psychological terms, when he stated that the mentor's goal is to "foster the young (individual's) development from child-in relation-to-parental-adults to adult-in-peer-with- other-adults" (Zucker, 1982, p.24).

Mezirow (1990) asserted that promoting transformative learning was essential to the nature of a mentoring relationship. His theory was drawn from developmental and cognitive psychology, psychotherapy, sociology, and philosophy, and lead to an understanding of how adults learn, transform and develop (Cranton, 1994, p.22). Through this lens he suggested that psychological and cognitive development is marked by an individual's ability to validate prior learning through reflection and then to act upon insights that are gained through the process. As s/he moves through these experiences, she/he gains more inclusive, differentiated, open and integrated meaning perspectives. Though different theorists frame the mentoring relationship through different paradigms, they all seem to agree that the essence of a mentoring relationship is centered on promoting growth and development (Daloz, 1986, 1999; Hansman et al, 2002).

The Role of the Mentor in Adult Development and Learning

In Daloz's ground breaking book on mentoring adults in academic settings, *Effective Teaching and Mentoring* (1986), he suggested that mentors do three basic things: provide support, provide a challenge, and provide a vision. He asserted that the mentor must ask questions, give bits of information, and produce situations which cause

cognitive dissonance creating impetus for growth. Finally, the mentor provides the student a vision by offering himself as a model, offering a map of the possible developmental journeys ahead, suggesting new language that reflects different frames of reference, and providing a mirror to enhance the student's self awareness.

Much of the interaction that Daloz described in the mentoring relationship is grounded in the work of Lev Vygotsky, a Russian psychologist who studied the relationship between thought and language in the early 1900's (Vygotsky, 1986). Vygotsky stated that within new fields of learning, new systems are developed, and the mentor becomes a model for the inner language. He believed this is best accomplished through a scaffolding technique which begins with the mentor and student working cooperatively to accomplish a task. Initially the mentor takes responsibility for those elements of the activity which are just outside the student's ability to accomplish independently. Vygotsky labeled those abilities which a child is unable to accomplish independently, yet is able to accomplish in cooperation with the mentor as falling into the "zone of proximal development". He saw that the abilities that fall into this zone to be in the process of being internalized. Gradually the mentor cedes control of all the activities to the developing learner (Vygotsky, 1978)

Robert Kegan's (1982) treatment of the notion of "culture of embeddedness" in human development is helpful in illuminating the role of the mentor as a transitional figure in that development. Kegan suggested six stages of development which he asserted are the result of “a succession of qualitative differentiations of the self from the world, with a qualitatively more extensive object with which to be in relation

created each time; a natural history of qualitatively better guarantees to the world of its distinctness; successive triumphs of 'relationship to' rather than 'embeddedness in'" (p.77) (see appendix A).

Kegan (1982) stated that throughout development, each person is acted upon by two forces, differentiation and reintegration. The culture of embeddedness of each stage holds the developing person within the stage for a time period, and then lets go to allow her to reintegrate into the next developmental era. As this transformation takes place, the individual is in a vulnerable state. However, if the culture of embeddedness is supportive, a new equilibrium is reached in time.

It is the role of the mentor to serve as the supportive culture of embeddedeness to foster development. Kegan (1982) suggested that this can be accomplished by providing three things: confirmation, contradiction, and continuity. Mentors first need to confirm by letting the student know that their ideas and feelings are understood. However, Kegan also stated that positive cultures of embeddedness also provide contradiction raising questions about the adequacies of the student's notion of "what is." Providing continuity becomes most important when the student has made that initial "jump" to a new vision of the world and the new vision seems blurry and fragmented. At this point, a good mentor provides encouragement and a possible vision that holds the pieces together.

Mezzirow (1991) developed the concept of "transformative learning," a comprehensive and complex description of the way learners construe, validate and reformulate their experiences. He contended that mentors encourage transformational learning through fostering an examination of underlying assumptions, encouraging

reflective engagements between mentor protégé, providing deeper understanding of the dynamics of power in relationship, and developing more integrative thinking.

Drawing from Vygotsky's sociocultural models of learning, other researchers have focused more on specific skill development within mentoring relationships. Many of his ideas about learning within context have been incorporated into theories and practices that have become known as "situated cognition" (Hansman, 2002). The core notion of situated cognition is that learning is inherently social and the social context in which the activity takes place shapes the learning. Within this framework, mentors influence specific skills and behaviors through five sequential phases: modeling, approximating, self directed learning, and generalizing. Modeling allows learners to observe performance of an activity. Approximating occurs when a learner is able to try out the skill while articulating what they plan to do and reflecting about what they did and how it might be different form the mentor's performance. During this phase, the mentor may provide scaffolding activities that support the learner at crucial moments to achieve the next step in the activity. Finally, mentors then help students to generalize what they have learned through discussions and relate what they have learned to future situations (Hansman, 2002).

The combination of nurturing overall development and influencing academic skill development is a delicate balance in the work of an academic mentor. In her chapter *The Unconscious Process in the Teacher-Student Relationship with the Models of Education and Therapy*, Adelizzi (1995) described a teaching relationship that can exist that combined teaching and therapy. She suggested that the educational component of the teaching can be considered to contribute to the student's development while the

therapeutic aspect, conversely is utilized when that development is in jeopardy. "Adequate focus needs to given to the actual academic work to be accomplished by teacher and student; the relationship may appear to be an effective textural background, coming to the forefront when needed, fading into the background when other academic matters need to become the primary focus (p.40).

Implicit in all of the paradigms that describe mentoring relationships is growth and change. The interaction between the mentor and mentee is informed and shaped by the circumstances, needs, and responses of the individuals. As the mentee grows and develops, so does the nature of their relationship (Daloz, 1986, 1999; Hansman et al, 2002).

Development of the Mentoring Relationship

Developmental theorists such as William Perry (1968), Balenky, Clinchy Goldgerger, and Tarule (1982), and Levinson (1978) note the importance of a mentoring relationship in the young adult years. It is at this time that the individual is moving away from an authority bound, receptive frame of reference to explore a more relativistic perspective.

In the workplace, mentors tend to be a half generation older and remain in the role from three to ten years. It is the protégé who elicits a relationship with the mentor. The lure of the mentor has been described as his/her embodiment of the protégé's dream (Levinson, 1978; Zucker 1982). In her book *The Critical Years: Young Adults and the Search for Meaning Faith and Commitment*, Sharon Parks (1998) stated:

> *In the young adult there is an appropriate dependence that differs from the dependence of either the adolescent or the older adult. Though the adolescent is subject to the power of the conventional milieu, the young adult is primarily subject to those voices that invite out the still emerging but increasingly inner- dependent, self. This dependence is manifest in the relationship between the mentor and the young adult...the young adult is not subject to the mentor in a condition of fusion(characteristic of the adolescent); nor is the relationship ordered by the negative tension of counter-dependence. The young adult is better described as subject to the emerging self that is yet dependent upon an authority "out there" to beckon a confirm its integrity. In young adulthood, the self depends upon mentors not so much for its integrity as for its expression, confirmation, and fulfillment* (Parks. 1986, p. 88-9).

Research regarding the mentor's role has suggested that it changes over the lifetime of the relationship (Daloz, 1986, 1999; Hansman et al, 2002; Levinson, 1978; Zucker, 1982). Initially the mentor is seen as a very powerful figure who leads the way holding much of the power in the relationship. Eventually, as the protégé develops, she begins to see the mentor as an equal who is able to give advice which can be explored or set aside. Unfortunately, Levinson (1978) found:

> *The end of a mentoring relationship is often punctuated by conflict and bitterness. The protégé, becoming more confident in his own abilities, may feel stifled by his mentor. He may feel that there is no room for him to express his own ideas, to manifest his newly acquired skills freely and creatively without disapproval or over protectiveness from his mentor. On the other side, the mentor may find the protégé to be "inexplicably touchy, unreceptive to even the best counsel, irrationally rebellious and ungrateful* (p.101)

However, since Levinson's seminal work on mentoring, research has suggested that women's development is significantly different than men's and this may have

implications for mentoring (Belenky, Clinchy, Goldberger, and Tarule, 1986). Whereas men tend to view their development as increasing individuation, it is understandable that they may tend to move away from their mentors as they develop. Women, in contrast, tend to define themselves in relation to others emphasizing connectedness, and thus may find it easier to remain in relationship to their mentors. Gender has been found to play a role in the development of relationships. Daloz (1999) and Goldberger, Tarule, Clinchy & Belenky (1996) and others point to potential issues with cross-gender mentoring highlighting the possibility of stereo-typical assumptions and issues of power. Still others broaden those dynamics beyond those related to gender: "Gender, race, class, ability, sexual orientation, and issues of power may effect how protégés and mentors interact and negotiate their relationship both internally and externally, and ultimately affect the success of formal mentoring programs" (Hansman, 2002, p.44).

Adelizzi (1995) emphasized the need for practitioners to be aware of the unconscious processes involved in mentoring relationships. She asserted that both teacher and student are vulnerable to the emotions that arise in a teaching /learning situation. These emotions can emerge from both teacher and student unconsciously experiencing each other as an object of their own need (Adelizzi, 1995). Hence, a student may be hostile as well as affectionate; attempt to please yet defy mirroring a parent-child relationship. Conversely, a teacher may unconsciously position the relationship to maintain authority and control. This type of exploration of the dynamics of the mentoring relationship is through a psychoanalytic perspective that asserts that the dynamics of transference and countertransference are found outside the arena of psychoanalytic encounters and may be found in everyday situations (McAuley, 2003).

Transference within a mentoring relationship occurs when a mentee unconsciously treats a current relationship as though it were an important relationship from the past. As a result, the student may transfer his/her positive or negative feelings from that relationship to the mentor. Transference benefits the learner when the positive transference enables the mentee to develop respect and a connectedness to the mentor and when negative transference enables the learner to have a degree of useful skepticism to creep in at the appropriate time and allow her/him to assert independence (McAuley, 2003).

Countertransference is defined as the controlled empathetic response of the mentor to the mentee (McAuley, 2003). This empathetic response can be positive and affirming of the other or it could be intense and negative. Either way, it is an important resource for helping the learner to achieve self understanding if the mentor is aware of the transference issues as they are occurring, and is able to interpret and communicate them to the mentee. However, if the mentor is not aware of the dynamics that are underlying the interactions, the emotions that are evoked can become harmful (McAuley, 2003). Adelizzi (unpublished) recommended periodic collaborative reflections about the underlying relational dynamics between adult students and the mentor so that both the student and mentor are reminded how they are impacted by these unconscious processes.

Central to all of the research exploring negative influences on mentoring relationships is the abiding insight that all relationships are complex and multilayered; because, by nature, education is a human endeavor. “It serves as reminder that as teachers and mentors, we are not omnipotent. There is a shadow side to our calling, and

before we sally forth to ‘transform’ innocent people, we’d best reflect on our own limitations and motivations” (Daloz, 1999, xxv).

Conclusion

My desire to study the role of a mentor in facilitating metacognitive development grew from my sixteen years of work with college students with learning disabilities. A review of the literature on students with LD in postsecondary education, metacognition, and mentoring provided a rich context for my research; yet it also helped me to clarify where to focus my lens as I conducted my research.

The research regarding young adults with LD in postsecondary education provided in depth analysis and description of the constellation of characteristics they bring to college and university campuses. It also helped me to more specifically differentiate the different support models that are currently in place for this population. I was particularly interested in the theoretical model described by the Association of Educational Therapists. It seemed to provide the cross disciplinary conceptual underpinnings needed for working with students with LD in a holistic approach. It also seemed to reflect a paradigm Price (2002) asserted in her chapter, “The Connections Among Psychosocial Issues, Adult Development, and Self Determination,” in which she called for a new paradigm for considering learning disabilities in adults. Inherent in her conceptual approach was the integration of the understanding of the psychosocial issues of adults with learning disabilities with and an understanding of adult development and specific consideration given for the need to encourage self directed learning.

Though researchers agree metacognition plays a crucial role in helping students with LD become more self directed, there seemed to be little research that focused on how educators help adult students with LD understand and regulate their learning along the three dimensions Flavell originally described: an understanding of the of the universal, inter-individual, and intra-individual aspects of cognition; an understanding of the way in which the nature of a task affects how you approach that task; and a conscious knowledge of the use of different strategies that one uses for achieving a goal (Flavell, 1986). It seemed that much of the research focused on students' understanding on general approaches to specific skills, i.e. reading studying, etc; but I was not able to find research that described how students learned to analyze a variety of academic tasks; become aware of their own ways of thinking and learning and develop strategies to best use how they think and learn to approach any given task. This was an important aspect of my inquiry.

The review of the literature regarding metacognition provided a conceptual context to the theory of metacognition as well as more specific attempts to operationalize the concept. Shraeder's (1988) model of metacognitive development fleshed out characteristics that seemed to me to integrate well with models of adult development. The literature search, though, also led me to realize that I had used the term metacognitive development interchangeably with self understanding; yet, as I unpacked the conceptual framework, it was not helpful in illuminating an understanding of self outside the cognitive domain. This is such an important aspect of working with college students with LD: I knew I needed to explore this further.

Lastly, studying literature related to mentoring in educational settings provided a deeper understanding of the many dynamics involved in this relationship. The interaction between the mentor and the student is the "space" where perspectives regarding individuals can be brought together holistically to nurture and encourage growth and development. Its historical roots trace back to the earliest recorded histories and find their prototype in early Greek mythology; however, the potential of this dynamic is only beginning to be systematically explored in modern day higher education.

In some ways I completed my review of the literature in the same place where I began. My work with college students with LD urged me to study how a mentor can help a student develop a better understanding of her/himself. To do this, I knew I needed to explore how a mentoring relationship can be used to help college students with LD develop a deep, rich understanding of who they are as individuals and learners. The review of the literature helped me better understand what I needed to explore and lead me to how I wanted to explore it. Mythology attributed the success of Mentor to magic; educators attribute the success of the mentor to expertise and understanding. After reviewing the literature, I believed that the magic of a mentor dwells in that place where expertise and connectedness abide; where technique and relationship exist. At the heart of this relationship is the mentor's ability to help her/his students understand themselves better so they can reach their goals as well as attain goals they may never have dreamed of before. I wanted to study the art of this magic.

Magic, as all true wizards know, is available to anyone who is willing to stand at the right place. (Daloz, 1986, p.19).

Chapter III

Methodology

(trying to stand at the right place)

Introduction

Research Design

Site

Participants

Sources of Data

  Interview and Observation
  Making Sense of the Data
  Internal Validity and Reliability

Introduction

I constructed the design of my research with the following focus: to observe, examine, and illuminate the nature and role of the mentor in facilitating metacognitive development of college students with LD within the context of a mentoring relationship.

- How does the student experience and construct meaning from the mentoring relationship?
- How does the mentor nurture metacognitive development?
- What are the qualities of the relationship itself?
- What influence, if any, does the student's overall development have on the mentor/student's work together?
- What qualities and expertise does s/he bring to the relationship that fosters this development?

My investigation was a case study based upon three primary sources of data. The first source of data was transcripts and notes from approximately twenty hours of individual interviews of a mentor of college students and three of her students. The second source of data was transcripts and notes from approximately four and one half hours of observations of individual sessions between the mentor and two of her students. Each of these sessions lasted between one hour and one half hour. Lastly, I used information from the students' college files that contained documentation about their learning disabilities and performance at the college. I used the data from these three different sources to provide different vantage points for the themes and insights that emerged. True to the nature of qualitative research, the focus of my research was transformed as my inquiry progressed.

Research Design

Historically, research that has focused on metacognition used quantitative measures that treated metacognition as an aptitude or skill (e.g. Goos, Galbriath & Renshaw, 2002; Travers, Sheckley & Bell, 2003; Swanson, 2001). Typically, the research design relied heavily on either surveys to assess students' self reports, or observations of clinical setting where students were confronted with a dilemma and coached to use metacognitive skills for problem solving. I found these methods inadequate for my investigation for two reasons. The first reason echoed Perry's (2002) call for the need to contextualize the research on teaching metacognition in naturalistic settings. She suggested that such research helps us understand how features of a particular learning context can influence what learners think and do. I wanted to specifically understand how a mentor nurtured metacognitive development of college LD students. To do so, I felt my research design should be conducted within the context of the setting that it naturally occurs. I do not believe surveys based on hypothetical questions nor observations of prescribed, standardized, clinical settings would help me discover the insights I was hoping to uncover. Second, while I found that the quantitative studies seemed to accurately assess whether or not students exhibited specific metacognitive skills after a particular intervention; they were not intended to capture the complexities of the interactions between the teacher/student nor address the intricacies and multifaceted nature of metacognitive development that I was seeking to investigate.

The very nature of my investigation of the role of the mentor in fostering metacognitive development and self understanding necessitated a qualitative approach to

the study. Qualitative research seeks to illuminate meaning within a larger context, often examining how aspects of social situations relate to one another and to the whole. (Patton, 1990; Mishler, 1986). Five types of qualitative research are commonly found in education: generic qualitative study, ethnography, phenomenology, grounded theory and case study (Merriam, 1998). My research questions went beyond those that are at the center of an ethnography. Typically, an educational ethnography focuses on the culture of a learning environment (Merriam, 1998), whereas my inquiry centered on the interactions between the mentor and her students. Though an essential element of my study was the phenomenon of metacognitive development and self understanding, my inquiry was not a phenomenological study. My inquiry expanded the boundaries of the study beyond the essence of metacognitive development to exploring the broader system that nurtures metacognitive development and self understanding.

As I considered the questions that drove my research, I decided that I wanted to conduct a case study of one mentor and her college students with LD. The unit of analysis that was of primary interest to me was the interaction that took place between the mentor and her students during their sessions together. I hoped to uncover the layers of meaning that may be buried in the mentor/student interactions, particularly as it related to metacognitive development. Her working sessions with them became my "case," the complex functioning entity I wanted to describe and understand better (Stake, 1995). To enrich the analysis of the study of the mentoring sessions, I widened my lens to look at those factors that helped me better understand her work. This widening of the lens became my "bounded system" (Stake, 1995). It included information about Diane, her background, her education, and philosophy about working with students. It also

included the educational background of her students, their stance in their own metacognitive and human development, and their current personal and educational context. In general, to understand Diane's work as a mentor of college students with learning disabilities, I needed to understand the many facets of their lives that shaped and informed their work together.

By narrowing my research to this one bounded system, I ruled out both a generic qualitative approach and the methodology of grounded theory. Both of these approaches attempt to look across larger sets of data. Generic qualitative research does so in an attempt to find patterns that may emerge across the data sources that are broader than one bounded system. Similarly, the research design of grounded theory uses data from beyond a single bounded unit to attempt to create a generalized theory. The primary focus of this type research is a theory development, not rich description (Merriam, 1998). I decided that the rich description that a case study would provide would be the best method for illuminating the complex human interactions I wanted to investigate.

Site

I chose to conduct my research at Curry College where I had taught for fifteen years, and where I have been the Associate Dean for Academic and Administrative Affairs since 1997. I chose to use this site because of the specialized program for students with learning disabilities at this college. The Program for Advancement of Learning (PAL) was founded in 1970 by Dr. Gertrude Webb, a visionary in the field of education who advocated for a metacaognitive focus in working with students who learn differently. The establishment of PAL at Curry predated Federal Legislation (PL94-142) and is widely recognized as the first program of its kind at the college level. PAL is a fee

based, comprehensive learning disabilities support program that provides services above and beyond reasonable accommodations as mandated by the American with Disabilities Act (ADA, 1990) (Ijiri, Carroll, Fletcher, Hubbard, Manchester & Van Someren, 1998).

Students in the PAL are fully mainstreamed in academic courses with non-PAL students. As participants in the program, they are scheduled to meet with their mentor two to three times per week in a combination of one-to one and small group sessions. The sessions with the mentor comprise a course for which a student receives 1.5 pass/fail credits each semester. The student and instructor jointly establish educational goals for the semester centered on helping the student to be successful in the college environment. The sessions include use of content materials from course work as the springboard for discussion and development of academic strategies. Support is provided in a wide variety of areas including written language, reading, oral expression, listening, organization, nonverbal communication and math based on the students' needs and interests. Each session the mentor orchestrates a delicate balance of providing support for success in the content areas and helping the student to develop a better understanding of her/himself as a learner.

At the time of my research, Curry College had a combined enrollment of approximately 3200 students: 1500 traditional undergraduate students, 1500 non-traditional students and 200 graduate students. The Curry curriculum provides for a balance of liberally educated students "who are able to gain and apply knowledge in an ever-changing world". Curry College Catalogue, 2003). Thus, it had over 17 undergraduate majors in both the liberal arts disciplines and selected professional fields.

It also had two graduate programs as well as a significant adult non-traditional division. It enjoys an expansive 132 acre campus outside Boston, Massachusetts.

Participants

When I conceptualized my study, I wanted to observe, question, and explore someone who was consciously attempting to facilitate metacognitive development in her work. For that reason, I used a purposive sampling for participant selection for the study. In this type of sampling "the researcher develops a profile of an instance that would be the best, most effective, or most desirable of some population and then finds a real-world case that most closely matches the profile" (Goetz, LeCompte, 1984, p.82). I invited Diane, a mentor of college LD students, to participate in the research. She had more than fifteen years of experience mentoring college students with learning disabilities. She also had been a colleague of mine. I chose Diane because I knew from my many years of work with her that she was committed to fostering metacognitive development while working with her students. I contacted her by phone and gave her a general description of the research. She seemed excited.

I then met with Diane and explained that I wanted to conduct a case study involving her and three different students. I asked her to select two current students whom she had mentored for at least two years, and one student who graduated within the last five years. I asked that the students she chose be people who she believed were coming to a better understanding of themselves since beginning their work together, and with whom she believed she had a strong mentoring relationship. I also asked her to choose one additional current student with whom she had been working that she did not believe was exhibiting metacognitive development.

Diane then spoke with students she believed met the profile I was seeking. If the student was willing to participate, she gave me the name and I contacted her/him. I had in initial meeting with each of the students describing the project and asking them to sign a consent form (appendix A).

Interestingly, Diane was unable to recruit students for the study whom she thought were not exhibiting a growing understanding of how they learn to participate. She spoke with such potential students, but none had an interest in being involved in this study. Conversely, the first students (2 male and 1 female) she asked to participate in the study who she believed did demonstrate an increasing understanding of themselves as learners agreed enthusiastically. It would be very interesting to probe to understand why these students were not interested in participating. Was it the topic, their relationship with Diane, or some other characteristic or factor? I ultimately decided I would not be able to pursue these questions in this study because I could not find a way to interview them within the design of this research.

Sources of Data

Interviews and Observations

My primary sources of data for the case study were semi-structured interviews and observations. This was consistent with current qualitative research protocols studying metacognition and self regulated learning (SRL). In her review of the literature concerning qualitative methods for understanding SLR, Perry (2002) asserted that the combination of interviews and observations were powerful tools for *in situ* investigations of SLR. She posited that data from interviews were particularly helpful for studying the intra- and inter-individual properties of SRL and metacognition. She further stated that

observations within a classroom provided the type of rich, contextualized description of students' SRL within the natural setting as well as the ongoing teacher interactions that nurture it.

The interviews I conducted with Diane and her students were guided by questions found in Appendix B. The protocol was influenced by the questions of my research and the literature I had read. Though these questions initially shaped the boundaries of the interview session, I attempted to allow "both questions and responses (to be) formulated in, developed through, and shaped by the discourse between the interviewer and respondent as the interview progressed" (Mishler, 1991, p52). Through this process, I came to a richer, shared understanding of the mentoring relationship as a context for helping students with learning disabilities come to a better understanding of themselves.

My sixteen years of experience brought certain knowledge and experience to the interviews and each respondent brought his/her specific knowledge and experience. One example of the type of co-constructed dialogue that took place during the interviewing was when I asked Diane if she could remember any particularly poignant session that she had with her student Jacob. This was one of my protocol questions. She told me that there were no dramatic moments, but that she thought she had made a small breakthrough in developing a deeper relationship with him after she met his bi-racial parents on "Parents Weekend" at the college

> *I had a little window on his personal life – so when I saw him the next time I said to him, "I never knew your mother was white." And he said, "Ya." And I said, "I never knew you were bi-racial." And he said, "Ya." And I said, "How was that?" And he said, "It had its moments. It could be*

> *good and bad." And I said, "It gives you a window on both world." And there was a little bit – not that he articulates – but I know there was a little more closeness because I had seen into that part of his life. Everything is subtle with him.*

When I thought about her interaction with Jacob I questioned her again about what his testing said about his language abilities. Previously she had told me that his WAIS (1991) scores indicated weaknesses in his ability to organize information and to act upon what he is thinking. It seemed to me that his style of interaction with her may not only be guardedness, but also a reflection of a difficulty finding the right words for what he is thinking and feeling. When I prompted Diane about Jacob's facility with language, she provided a much richer description about aspects of Jacob's learning profile as well as a deeper insight into how she combines testing and her interaction with students to better understand who they are as learners.

> *The WAIS doesn't always pick up well enough on the verbal abilities . I use the Test of Expressive Language (TOEL) now whenever I test as well as the WAIS because sometimes you pick up on aspects of their learning on that that you completely missed on the WAIS. All his verbal scores are pretty good. But I bet if I did a TOEL, expressive language would definitely be lower. Just by observation, I know that. His written language is better than his oral, expressive language, and that's kind of unusual in our kids. He is actually quite a good writer as now he is starting to loosen up a bit and dare t try to put in his writing what he is thinking. Remember that you and I had a conversation a long time ago about how a lot bright students tend to dumb down their writing a little bit and make the sentences kind of simple so they don't have to write. Now he is starting to write more complex sentences that are more at the level of his thinking.*

In this interaction with Diane I followed up on a question that occurred to me in her response to a previous question. I did so based upon my knowledge and

understanding of students with LD. It was not a question that was in the protocol, but it prompted more textured insights about Jacob and about Diane's mentoring. Consistently, I attempted to probe for affective, cognitive, and evaluative meanings when I interviewed Diane and her students. I believe the discourse that emerged created a shared understanding that moved beyond our individual understanding.

Mentor Interview: I interviewed Diane four times for an average of one and one half hours for each session. Three of the sessions focused on her work with each student individually. The fourth session asked more global questions about her as a mentor and followed up on questions that arose as I read the transcripts from the first three sessions.

Student Interview: I interviewed each of the current students twice. The first interview focused on exploring the student's metacognitive awareness, the student's relationship with Diane, and the student's college experience. I conducted the second interview after I observed a session between the student and Diane. Questions in the second interview arose from thoughts and questions that emerged from the session I observed. I also probed to clarify questions from the first interview. I interviewed the student who had graduated once. The interview with the graduate focused on the same issues but did so reflecting back to the work he and Diane did together while he was still in school.

Observations: I observed one session of each of the current student/mentor pairs prior to the final mentor interview. Each session lasted approximately forty five minutes to an hour.

Technical assistance: I tape recorded the interviews and observations. I also took notes about the setting, and thoughts I had about their interactions during those

sessions. I decided to have the interviews and observations transcribed by a woman who had expertise in transcription because of time considerations. I knew I would have difficulty devoting the time needed to complete this task and that I was not proficient in the skill. I realized that this could create limitations because I was not hearing the vocal nuances, i.e. inflections that were embedded in the dialogue as it was transcribed. I did listen to the tapes as well as read the transcripts when I was analyzing the data to mitigate the limitation.

Other data: I requested and received permission from each of the students to use information from their student files in PAL as well as their academic records at the college. The files in PAL included intellectual and diagnostic testing that was administered prior to admission to Curry. They also included a description of goals that Diane and the students made at the beginning of every semester and progress reports.

Making Sense of the Data

I attempted to find meaning from the data through an iterative process that allowed me to both inform my interpretation of the case by theoretical constructs I found helpful and enlightening, as well as allowing the data to bring fresh ideas and meanings to be considered. I did this in three distinctive levels of analysis. At the first level of analysis, I read though the interviews, observations, and other material related to Diane and each student separately to provide a detailed description of the participants that set the groundwork for further analysis. This description is found in Chapter IV. It provides physical descriptions, historical background, and current information that is intended to set the groundwork for the next level of analysis.

I chose three developmental models to help inform the description of the students. I did so for two reasons. First, all of the literature on mentoring highlighted the importance of the mentor's sensitivity to the student's overall development. I thought it was important to describe their developmental stances to better understand their interaction and relationship with Diane. Second, I was interested in understanding metacognition as it related to meaning making rather than a set of skills that are applied to a given situation. To do so, I used a model of metacognition that placed it within a developmental framework to help describe the students' metacognitive development.

The first developmental model I used to inform the descriptions of the students was a model of metacognitive development created by Shrader (1988). Most of the research I have found related to metacognition has focused on metacognitive skills and their effect on other cognitive and academic skills. Little research has focused primarily on the developmental phenomenon itself (see chapter II). Shrader (1988) conducted a study that explored the relationship between metacognition and moral development. Within the research, she proposed a model describing five levels of metacognitive development (Appendix A). Woven within these levels is the development of an inner voice that is articulating, and eventually orchestrating and evaluating the thinking process. Schrader's model of metacognitive development was the only model I found that closely related metacognitive development to human development. It was a very useful lens for considering the metacognitive development of students because it seemed to consider the development of the metacognitive skills within the individual's increasingly complex ability to construct meaning. I wanted to see if those elements helped to understand how these students were thinking about their own thinking and

learning, and whether their level of metacognitive development influenced their interactions with Diane.

The second developmental model I used was from Robert Kegan's book *The Evolving Self* (1982). Kegan's approach is organismic in that it views the organism holistically, recognizing the interaction between the emotional, motivational, psychodynamic, cognitive, and sociomoral aspects of the individual (Appendix A). This model was chosen because of Kegan's writing on the "culture of embeddedness." Throughout development, two forces act upon each person: differentiation and reintegration. The culture of embeddedness of each stage holds the developing person within the stage for a time period and then lets go to allow her to integrate into the next developmental era. As this transformation takes place, the individual is in a vulnerable state; however, if the culture of embeddedness is supportive, a new equilibrium is reached (Kegan, 1982). The notion of supportive culture has obvious implications for exploring the nature and role of the mentoring relationship, and has strong support in the literature (Daloz, 1999; Belenky, Clinchy, Goldberger & Tarule, 1982). The mentor must be sensitive to the developmental stance of the individual to provide that tension of holding the mentee in the current stage and calling her out to the next. I thought this would provide a helpful frame for exploring the interaction of a mentor of adults with LD with her students.

I decided to use a third developmental model while coding Diane's female student's transcript. As I grappled with the data, I found that none of Kegan's developmental stances adequately described her. I then turned to *Women's Ways of Knowing* (1982) to find a description of her development that was helpful. Their model

frames women's development by examining "five different perspectives from which women view reality and draw conclusions about truth, knowledge, and authority. (Belenky et. al, 1986, p.3). Central to their conceptualization of development is considering how women struggle to claim the power of their own minds. The first stage is *Silence* where the self is seen as both deaf and dumb, and in which the reflecting voice is silent. The second stage is *Received Knowing.* In this level, truth is gleaned by listening to those in authority and the self has primarily a receptive function. The third is the *Subjective Knower.* At this level, listening to one 's own inner voice becomes primary as knowledge, and therefore believing that there are multiple truths and realities that are therefore believing that are multiple truths and realities that are equally valid. At *Procedural Knowing,* knowledge is seen as acquired systematically, whether it be through a *Separate* (evaluating and judging) or *Connected* (understanding and experiencing) *Mode.* Finally, the *Constructed Knower* views the self as being shaped by the knower using both the *Connected* and *Separate Mode* (Belenky et. al, 19862).

Once I completed the first level of analysis to provide a rich description of Diane and her students, I moved to the second layer of analysis, category construction. First, I wanted to get a sense of the gestalt of the relationship between Diane and each of her students. At this point, I simply took notes about my thoughts as I read, attending to each of their stories and perspectives as a single bounded unit. I then went through all of the transcripts highlighting responses, metaphors, and themes and evocative quotes that caught my attention. I began creating mind maps (see appendix D) from notes I made, constructing emergent themes and ultimately codes I used to furrow through the transcripts. I found "color coding" to be the most helpful as I journeyed though the data

once again. As I went through this process I had some codes in mind that sprang from the literature or my own experience, but also allowed ones to come from the informants themselves.

An illustration may be helpful here. One of the words that jumped out at me in the interviews was "testing". It seemed that there were strong emotions attached when it was referred to be all respondents. I searched through the interviews and observations for any time educational testing was mentioned or discussed. I then coded it as a negative or positive remark regarding the impact of testing. I examined what both Diane and her students had to say about the student's individual testing within the context of their metacognitive and overall development. This process gave me new insights into the way students perceive information about their testing and how it related to their development and the development of their relationship with Diane.

At this second level of analysis, I found that the categories of information I developed and the insights I gained seemed to push the boundaries of the literature regarding mentoring in a way that shed light on the uniqueness of the mentoring relationship for college students with LD. It also illuminated how Diane was tailoring her interactions with her students to their unique developmental and metacognitive understandings, attending to the issues that are critical at their level of meaning making and self understanding. However, as I continued my analysis I knew that these categories alone did not provide what I was coming to understand about the phenomenon of fostering metacognitive development for college students with LD.

As I began to organize the units of data I was culling from the transcripts of the interviews and observations of Diane and her students, the metaphor of "magic" became

a helpful way to frame what I was learning. Much of the literature that discussed mentoring traced the historical roots to mythical figures in literature that possess magical powers (Daloz, 1999; Zucker, 1982). Each of Diane's students spoke about her in tones of reverence and awe as they explained how she was able to do what no one before had been able to help them do - succeed. As I thought about what I was learning about Diane's "magic", I used the metaphor of observing the magician to help frame the levels of complexity I was coming to understand about the work that she did with her students. Studiously analyzing the magician from the front row of the theatre can provide insight into the techniques the magician uses to perform her magic; however, a side wing vantage point allows the researcher to better analyze all the techniques the magician orchestrates to create what appears to be supernatural.

In Chapter V, I provide the analysis of Diane's "magic" from the "front row" and from the "side wing". The front row analysis was created from the codes and categories I developed in the second layer of analysis. The "side wing analysis" was the third level of analysis of the data. At this level of analysis, I integrated and cross-referenced the categories I constructed at the second level of analysis into a broader conceptual framework that contemplated how Diane used her discourse with her students to integrate their cognitive and emotional understandings of themselves. Diane referred to this discourse as "learning conversations". It was at this level of analysis that I realized that the models of metacognitive development that I had been using were not sufficient for describing what I was uncovering in the data.

As a new conceptualization of the interaction between Diane and her students emerged, I decided to re-examine the transcripts from my observations of Diane and her

students through the lens of discourse analysis. Discourse analysis describes an interdisciplinary family of methodologies and approaches to the study of language that draws variously upon linguistics, literary theory and cultural studies, philosophy of language, sociology and psychology (Meyer, 2002; vanDijk, 1985). For the purpose of my study, I categorized the interactions between Diane and her students using codes that were developed from the interviews and observations. This was helpful tool to bring the analysis of the interactions between Diane and her students back to a cohesive whole and to "test" the theories I had begun to develop (Appendix D).

Internal Validity and Reliability

To maximize validity, I had, as I said earlier, three primary sources of data for my inquiry: individual interviews with Diane and three of her students; observations of sessions between Diane and two of her students; and, documents from student files. I used these sources to triangulate, or come at the same information from different points of origin Merriam, 1998, Strauss, 1987). For example, when Jacob, one of Diane's students, described himself as a visual learner, I looked at his testing and watched for evidence of this when I observed his session with Diane. I also attempted to enhance the internal validity through member checks, the process of taking data and initial interpretations back to the people from whom they were derived and asking them if the results are plausible (Merriam, 1998). Diane read the portions of transcripts and sent e-mails to me acknowledging her concurrence with what she read.

***The Researcher*:** Certainly the final source of data and interpretation that must be considered is me, the researcher. "In a qualitative study the investigator is the primary instrument for gathering and analyzing the data, and, as such, can respond to the

situation by maximizing opportunities for collecting and producing meaningful information. Conversely, the investigator as human instrument is limited by being human - that is, mistakes are made, opportunities missed, personal biases interfere" (Merriam, 1998, p.20). As I approached this inquiry, I was well aware of the reality of Merriam's claim.

I began this research because of the years of experience I had working with college students with LD. I have a passion for the work that I did. That passion was born from the differences it made in the lives of individuals like Eric. I entered the research believing college students with LD have significant strengths from which to draw and a complex set of vulnerabilities that keep them from achieving the success they desire. I knew (or I thought I knew) from my experience that nurturing metacognitive development was the key to helping them succeed in college. I worked hard during data collection and interpretation to attend to all of the data that was before me and not focus on what I already thought was there. I attempted to read and reread transcripts, code categories and the case as it developed to look for inconsistencies and/or missed opportunities for reflection.

My previous connection to PAL gave me easy access to respondents, yet it too provided a possible constraint to the study, our relationship. I had taught with Diane for more than ten years; however, I now am an associate dean at the college. I wanted to discuss the possible dynamics that might create. Mishler stated, "an adequate understanding of interviews depends on recognizing how interviewers reformulate questions and how respondents frame answers in terms of their reciprocal understanding as meanings emerge during the course of an interview "(Mishler, 1986, p.82). I wanted

to know if any perceived power dynamic may alter that process. When I broached the topic, she instantaneously laughed (at me) and said "Sue, you're just Sue. Don't worry."

Diane's response to my question seemed to have validity as I conducted my interviews and observations. In the interviews, she never seemed to hold back for fear of evaluation. She readily expressed her own personal struggles and perceived "failures". At the conclusion of my final interview with her, I asked her, "What is it like to have me asking you these questions?"

> *I've enjoyed it; I've really enjoyed it. I think part of it that its helpful that we had a history before, and that we had many conversations over the years where we kind of delved into things and tried to figure things out. So I've enjoyed it I think it's been good. It's given me the chance to talk with you again. And your way of asking the questions and responding is very welcoming and very comfortable. I didn't feel like I had to pretend that I was any better a mentor than I am or any better teacher than I am.*

When I probed and asked whether the fact that I am now part of the administration entered her thinking as I interviewed her she responded, "I would say the administration never popped into my brain; it was never an issue. I think once we sit here and talk, we're Sue and Diane."

I must confess Diane's response echoed my feeling throughout the interviewing and observations, and ultimately the writing of the case study. I relished stepping out of my role as an administrator in the dean's office and back into the world of PAL. It truly was a labor of love.

I present that labor of love, the case study, in the next three chapters. In Chapter IV, I introduce Diane and her student providing detail about their past and present that

informs the mentoring relationship they have developed. In Chapter V, I describe and analyze the relationships and interactions Diane has with her students illuminating the dynamics and techniques she used to foster their development and understanding of themselves. Then, in chapter VI, I discuss the implications of this research.

Chapter IV

Diane and Her Students

> *What distinguishes a mentor has little to do with student load, or publications or even popularity. Nor do they necessarily wear beards, outrageous outfits, or hearts on their sleeves. What makes the difference is their willingness to care about what they teach and whom. They know they exist as teachers only because of their students; they know they are part of a transaction, a relationship.*
>
> *(Daloz, 1986, p.18)*

Diane the Mentor

Diane's Students

- Jacob
    - Jacob's Learning Profile
    - Jacob's Metacognitive Development
    - Jacob's Developmental Stance

- Christine

    - Christine's Learning Profile
    - Christine's Metacognitive Development
    - Christine's Developmental Stance

- Christopher

    - Christopher's Learning Profile
    - Christopher's Metacognitive Development
    - Christopher's Developmental Stance

Diane, the Mentor

As I began to conceptualize that I wanted to look deeply into the relationship and interaction of a mentor with her students to better understand how a mentor actively helps college students with LD understand themselves, I immediately thought of Diane. Diane shared a teaching space with me for several years and I admired her ability to work with her students in a manner that seemed to help them understand their own learning and be successful in their classes. I asked her if she would participate in the study and she agreed without hesitation. I was excited to begin the data collection for a variety of reasons: I was anxious to begin exploring and documenting what I heard and saw; I greatly looked forward to spending time with Diane and listening to her perspective on her work with her students; and I appreciated the opportunity to become immersed again in the atmosphere of the Learning Center where I worked for many years.

Whenever I entered the Gertrude M. Webb Learning Center, warmth flowed over me. I likened it to how I felt as I returned to my parent's home, where I grew up. There is a mixture of familiarity, shared history, fond memories, and dare I say, acceptance. The extension off the back of a tudor style residence building on the south side of campus that houses the Program for Advancement in Learning (PAL) is where I "grew up" at Curry College. Much of what I have come to know, understand, and believe about students with learning disabilities in college developed over the sixteen years I taught in this building.

Entering the main entrance to see Diane, I found myself automatically turning to look where my mailbox had been for those sixteen years to see if I had any mail. I then smiled and turned to go up the two-stair landing and down the hall to the last room - Diane's. My conditioned response to my old mailbox reminded me to force myself to look at what is happening in this familiar setting with fresh eyes, not forgetting my previous experience, but not accepting my previous assumptions.

Each time I entered Diane's room to interview her, a student was finishing a session with her. She works with students in a ten by twelve residence hall room converted into teaching space. Typically I found Diane and a student sitting at a small round table that occupies the focal point of the room with three chairs around it. They huddled together hunched over a reading or piece of writing. The first time I came to her room to interview her, Diane saw me hesitate, not wanting to interrupt, and waved me in with a smile and big hello. After she introduced me, I tiptoed over to the easy chair in one corner of her room.

As I awaited Diane to wrap-up with her student, I looked at the bookcase next to my chair. On the bottom shelf were the familiar "learning strategy" textbooks; on top were magazines. *Fortune* magazine prominently displayed the cover: Dyslexic CEO. I absorbed the "safe haven" atmosphere that surrounds me from my stuffed easy chair. I looked around and found no clock on the wall; rather, Van Gogh and a picture by David Muench filled the space. The bulletin board across the room had schedules for untimed exams and a computer print out that declared, *"There is no failure; There is only experience." Even the screensaver read "Peace on Earth".* Amidst this calming décor, though, were pictures from the war in Iraq. Some illustrated the destruction that has

taken place while others show the joy of liberation and kindness of soldiers to the Iraqi people. Alongside the pictures was a tear sheet asking for students' thoughts.

I was struck by the messages that surrounded me. Why did I find it interesting that there is a painting by Van Gogh and pictures of nature rather than a clock? It seems to send a message: Time is not important. Many classrooms are ruled by a clock; this one is not. This classroom is dictated by a different theme, a more important theme: Respect. Van Gogh is a genius and is believed to have been dyslexic. He, like the dyslexic CEO, is recognized for his important contributions. Respect. The computer print out explains that whatever your past has been, you have not failed; you have had experiences from which you can learn. Respect. The pictures of the people in Iraq and her tear sheets say that there are important issues that are happening in our world; I want to know what you think. The softness of the chair, the intimacy of the table adds a sense of warmth and safety.

Diane finished talking about the assignment she was working on with the student and asked him what he was doing for the upcoming week-end. He explained he would like to get outside and do something. She offered, “Have you ever taken a walk around Houghton Pond? I go over there a lot. It’s beautiful. You might want to ask Adrianne, I bet she’d love to go too.” Diane then draws me into the conversation, “Sue, you’ve been over there, haven’t you?” She was right. We brought our students there together in the past. The three of us chatted about it a while. Then, as the student left, Diane headed for her curtained closet at the back of the room asking me if I wanted some tea or cookies. I moved to her working table and sat down with my long-time colleague and friend; we

began having a conversation, like so many conversations we had when we shared a teaching space in PAL for ten years.

I first met Diane in 1985 when she was turning forty and I, thirty. I had been teaching in PAL for three years, and she had just joined the PAL faculty. We taught side by side in a room twice the size of the room in which we now sat. Her black hair is shorter now and grayer; she has maintained her slender build on her 5'4 frame, and is still single. Her questions about my children and husband, casual dress, and easy laughter still draw me out and in. Though we hardly ever get a chance to sit and talk as we did when we taught together, the connection felt the same. She asked me how my research was progressing, commenting on how important she thought the subject of my work was, and then shook her head and said with a smile, "Boy, does this bring back memories of when I was at this stage with my dissertation. I know it feels like you won't be able to get it done, Sue, but I know you will." I relaxed, feeling a bit uplifted. I must confess I wondered if that is something special between us or if I was just another person experiencing the benefit of her natural mentoring style.

As I considered the data from our interviews, it occurred to me that much of the interaction between us reflected what I wanted to explore. I, like her students, came to Diane to draw from her expertise. Though we had been close colleagues in the past, I entered her room a bit unsure. This was a new role for me. I had my protocol in hand; I thought I knew what I wanted to learn, but I wasn't confident I would be able to elicit and organize what she and her students would reveal to me in a way that met the standards for my dissertation. As I analyzed and reflected on the data, I realized that so much more had happened. I initially had led the way with what I thought I wanted to

find out, but her responses brought me down different paths causing me to rethink and reconceptualize what I wanted to know. Diane's honesty and openness urged me to not only rethink what I wanted to know, but also who I was as a mentor.

The first interviews I had with Diane focused on each of the individual students who were participating in the study. I talked with her about the two current students, Jacob and Christine, after I interviewed and observed a session with each of them. I was not able to observe her working with Christopher, the alum, but collected data from him about his experiences in school and his work with Diane. During these initial interviews with Diane, I tried to focus on her work with each student. I wanted to probe her perceptions of who they were as learners and how she nurtured their metacognitive development, and academic success.

I structured the interviews with Diane to first focus on her work with the individual students, and then conducted a final interview where I explored her background, her broader understanding of metacognitive development of students with learning disabilities, and her thoughts about mentoring. I began this last interview asking what brought her to Curry College to serve as a mentor of students with learning disabilities. Diane explained, "I think I've always been a mentor," and laughingly added, "Maybe it's genetic, I don't know". She paused and tilted her head as though she had never really thought about when she started mentoring children:

> *..in high school, I went to Notre Dame Academy in Roxbury and I joined the Community Service Club, or whatever it was called at that time, and we did volunteer with young children in an after school program.*

Diane's first teaching experience was in a parochial high school in Boston, the city where she grew up. She taught in the classroom during the week, and because she was not satisfied that she was responding enough to their needs, she began inviting them to her home at night and on the weekends to help them more. Diane ultimately left the traditional classroom teaching because she felt uneasy with what was demanded of her:

> *One of my big frustrations and one reason I left classroom teaching was that it was too much of a drain on me. It was very difficult that the very kid (who) really needed your attention and time and needed to talk to you at that moment - was acting out in class. You'd have to say, get in your seat and stop it.*

Diane' s explanation for leaving classroom teaching seemed to me to be embedded in a fundamental commitment to wanting/needing to reach out to students who are struggling. It seemed that it wasn't only a cognitive decision, but also an emotional one. She didn't describe it as something she simply considered and chose to do, but rather a decision she made because she was "frustrated" and "drained" because she was not able to focus on the student who "really needed her" when the need was apparent in the classroom. As Diane told her story, it seemed she was uncovering some new insights for herself about her own history. This was the first of several self revelations she discovered through our dialogue.

Diane left the parochial school and began to work at a school for homeless, runaway and street kids. She team taught small groups of students with other teachers, as well as one-on-one sessions, to prepare these children to earn their GEDs. Though this was the goal, the approach had a whole person orientation.

> *If the kid had a toothache you talked about that, you called the dental clinic; you got that set-up, you didn't say, "Well today we're doing math". And we understood there that most of the reasons that kids didn't have a diploma that were in our GED program was because of issues in their lives.*

In 1985 when Diane turned forty, she reassessed her life. The agency where she worked did not offer a retirement plan and had limited health benefits. She recounted that she became worried. She saw many of the older street people and thought, "I'm going to be one of them; I will have no money". So, she forced herself to pursue a computer degree at Wentworth College in Boston, Massachusetts to become a computer programmer. After she received the degree, she went to a company that developed software for communication in the medical community. As Diane described her interview, she playfully role - played the parts.

> *The guy kept asking me the questions and I kept saying, "Well do you work together with the end user to see what they want?" "No, no (he said), you just write code." (I asked) "Do you work in groups here at all?" (He responded) "No we tell you in the morning to write ten lines of code that will alphabetize this list".*

Diane explained that it was completely counter to her nature to work without some form of human contact, and so she discarded two years of studying computer programming and responded to an advertisement in the Globe and came for an interview in PAL at Curry College.

At first, as I considered Diane's career choice to pursue training and work in the computer science field, it seemed that the skills for computer programming were diametrically divergent from the skills necessary to mentor students with learning disabilities. I was amazed to think Diane would even consider that she would enjoy or

even be good at it. As I thought about it further, I had a bit of an epiphany. Many of the models that describe metacognitive development are based on information processing models that are an outgrowth of computer programming paradigms. The cognitive strengths that helped Diane be successful learning how to create computer programs, may have also helped her discern how to help a student figure out what (s)he must do to accomplish an academic task given his/her particular set of strengths and weaknesses. Logic, deduction, and problem solving under gird both tasks. It is also true that neither computer programming, nor the current metacognitive development models draw from Diane's other strength and conviction; understanding and supporting the social/emotional well being of her students.

Diane told me that she decided to apply to PAL because she had become interested in learning disabilities while she was at the agency for runaway children. She explained that while she was there, she was, "intrigued with the learning issues of some of the kids who were so bright but couldn't read." Her desire to understand what was happening with those children led her to become certified as a reading specialist. She came to Curry hoping she could find a place where she could help students who wanted to learn but were experiencing trouble.

Diane's description of her work as a mentor at Curry echoed many of the same philosophical underpinnings of her work with children at the agency for runaways. Diane remained steadfast that first and foremost she must see each student as a whole-person, and that her work with them must be holistic. It cannot solely focus on their academic tasks or on their metacognitive development. Diane asserted that to focus on

so narrow a domain would not allow her to help them with all of the issues that may be barriers to their success.

> *Understanding their personal issues, their family issue. I believe it's the most important thing in the academic work I'm doing, because they are a whole person. I would say absolutely, with no reservations, that every student I have seen fail here in eighteen years, has never, not once, been because of an academic issue.*

The literature and research regarding college students with learning disabilities supports Diane's contentions. The college LD population is noted as vulnerable torelational and emotional issues that cause a higher incidence of school failure than non-LD college students (Vogel et al, 1998, Wong, 1996). Some researchers have characterized the experiences these students have experienced as traumas that have had a significant influence on all aspects of their lives both in and outside of the classroom. (Adellizi, 1996).

While at Curry, Diane earned her Ed.D from Columbia University in 1998. Her dissertation, *The Development of a Guidebook to Facilitate the Adjustment of New Adult College Students* (Goss, 1998), was an outgrowth of her work with older adult students in PAL who were returning to college or attending college for the first time. Once again, Diane's experiences with struggling students led her to research that would help her help them.

I asked Diane to select three students she had mentored in PAL whom she believed she had been able to help develop a better understanding of themselves. I spoke with each of them, examined their student files and transcripts, and interviewed Diane about them. I also listened closely to hear how they described themselves and their

relationships so I could have a sense of both their metacognitive and human development. I used Shraeder's model of metacognitive development (1988) and Kegan's model of human development (1988) to help situate how they understood themselves as learners and their framework for creating meaning and developing relationships. Their stories and profiles helped me to explore and analyze how Diane was able to enter their lives and help them understand themselves better.

Diane's Students

Jacob

As misfortune or fortune would have it, I conducted my "initial" interview with Jacob twice. My protocol for interviewing students outlined two separate interviews: an initial interview and an interview after I observed a session between the student and the mentor. After I interviewed Diane about Jacob and observed a session between the two of them, I found out that the tape of our initial interview had been lost and I had no duplicate; however, what I thought was a mishap, evolved into a wonderful blessing.

I first met Jacob in Diane's room. I entered her room and he was sitting at the table talking with Diane. Jacob is a handsome young man of medium build, curly dark hair, and dark complexion. Jacob was a sophomore at the time of the interview. He lived on campus and had yet to decide upon a major.

Jacob quickly flashed a disarming smile, yet said little when we were introduced. After Diane introduced us, she left so we could begin our session together. My first impressions of Jacob were much like Diane's: Her first impressions of him were from the interview she had with him before he was accepted to the college. "He was very,

very reticent, and I could tell-suspicious, reserved, polite, completely polite; not with a big wall of defense up."

Jacob's responses to me during that first interview were somewhat guarded and non-expansive. It was the very first interview I had with a student for data collection, and I remember being a bit concerned afterward whether the student interviews were going to give me the data I needed for the case study. I had hoped that he would provide more reflection into his educational past, and thoughts and insights into his work with Diane. A week later I observed a session between Jacob and Diane. After that I saw Jacob on several occasions. Our paths crossed in the dining hall, at student government functions, and just walking through the campus. Each time I would say hello, sometimes stopping to talk and ask how he was doing.

Several month later as my data was being transcribed I found out that his tape had been lost. I contacted Jacob, apologizing profusely, and I asked him if we could redo our initial interview. He agreed.

The young man that came for the second interview was quite different from the one who had appeared for the first. His responses were still somewhat choppy and his language still a bit halting, but much more expansive and revealing. I am not sure if this was because of his personal growth during the months that intervened between our first and second meeting, or because he had developed a bit more trust from seeing and talking with me on campus.

Jacob is the older of two sons. When Jacob is not in school he lives with his dad who currently is in Georgia; his mother is in Oregon. Jacob's dad is in academia and his

younger brother attended Boston University. Jacob revealed little about his mom or the family dynamics.

Jacob described his educational journey as "tormented". He spent a year in England before the first grade and returned to the "States" in the second. He remembered being tested during the second grade because he had such a difficult time learning to read. He recalled it being a "horrific experience":

> *I just remember it being a terrible experience. I just remember all these people asking me questions and having me do all this stuff. I would say nothing was resolved. I mean I just had this label. I first started out in special education; a special education class with mentally disabled kids that pretty much weren't gonna do anything if they even made it through high school. Most of them had Down's syndrome.*

Jacob went on to describe the third grade when he was transitioned into the mainstream classroom for some classes and pulled out to a resource room for others:

> *It was a weird experience having to leave in the middle of class and everybody wants to know where you're going. And you just kind of try to explain it to them and it's hard to explain. Once I got to high school, I was accepting of it.*

After high school Jacob decided to enter the military. He did this because he did not believe he was prepared to go to college. His tour of duty took him to Europe where he enjoyed many successes, yet he began to feel that he

> *..was running away from something...I wanted to prove something to myself. I could go through college and do well.*

Jacob was in Germany during "Operation Freedom" when he learned that he was accepted to Curry College. He still was not sure if he should attend. He came home and went to the College with his father for an interview. This was when he met Diane. After the interview, he decided that Curry College, and PAL, would be the best environment for him to be do well in college.

Jacob's learning profile: Jacob's intellectual testing from the Wechsler Adult Intelligence Scale-Revised (WAIS-R) indicated that he had superior abstract reasoning ability, above average long-term memory, and average visual spatial organization. It also indicates that he had significant weaknesses in short term memory. The summary of the testing states:

> *When Jacob has had the opportunity to learn something well and time to retrieve it from his memory store and then manipulate that information or idea, he performs very well; when asked to immediately learn, retain and use new information as well as when he is required to produce the work on paper, he experiences a considerable struggle.*

Diane concurs that abstract thinking is a significant strength, using examples from her work with him as evidence:

> *He is more likely to realize that there are more sides to each question. The war is an interesting thing. He was in the Air Force. My students know how I feel about it but I really try to let them know that whatever they want to feel about it is fine too. "What do you think about it?", and all that. I just presumed that he would probably be more in favor of it, having been in the military. But when he talks about how he feels about it and his reasons why, he really is doing some critical thinking. He is looking at both sides and he sees both sides of it.*

Jacob and Diane were discussing perspectives on the War in Iraq when I observed his tutorial session with Diane. During that session, Jacob brought in a political science paper he needed to write on terrorism. He needed to explain two different perspectives of why the United States went to war with Iraq. As they began to frame the paper, Diane asked Jacob to explain to her what two of those perspectives might be. Jacob responded that there are two myths associated with the war in Iraq:

> *The psychological myth is that the only way for a man to respond to injustice is violence. And then the lone ranger myth is that hard headed, realists, foreign policy leaders should be concerned with the national interests above all else. U.S. alone can determine and protect its national interests*

His terse answers gave a glimpse of an indication that he might understand the two different perspectives, yet it also gives some indication of his weaknesses.

As Diane described it:

> *He has a little trouble with organizing ideas, but physically he can keep his materials organized. He can keep his time organized. He doesn't miss classes; he doesn't miss appointments. Sometimes he is a little bit spacey. I think he is thinking about things...Sometimes he will look far away – not on his stride that day. He is more abstract than concrete so if he has any problems, it is going to be more with the concrete details than with the abstractions.*

Jacob's lack of a detailed description of the two myths may mean he doesn't fully understand the two different perspectives, or it may demonstrate his difficulty focusing on concrete details to support his abstract thoughts. When I asked about Jacob's

language ability and scores on his WAIS testing, Diane also illuminated a weakness that is not expanded upon in the testing.

> *The WAIS doesn't always pick up enough on that. I bet if I did the Test of Expressive Language, expressive language would definitely be lower. Just by observation, I know that. His written language is better than his oral expressive language, and that's kind of unusual in our kids.*

As I listened and observed Jacob, my impressions about his learning profile were similar to Diane's description. Jacob seemed like a bright young man with many deep thoughts that he had difficulty articulating. I heard this struggle when he attempted to tell me about his educational experiences through his earlier years.

> *And, and then uh it wasn't till like third grade that I was actually put into like, like a resource room.*
> *Um and that, that was that was still like you know a weird experience having to leave the class in the middle of class and everybody wants to know where you're going. And you just kind of try and explain it to them and it's hard to explain. But um once I got to high school I kind of like you know was ok with it you know excepting of it and was like it was all right. I forget um how often it was but it was like um, um I was tested before I went into middle school or like sixth grade.*

Jacob's speech was halting and often did not complete thoughts. He often seemed as though he was searching for words to say what he was thinking, but would sometimes give up. He did seemed to have an easier time expanding his thought in writing, yet his writing seemed more disorganized than his speech. It was obvious why he had struggled in school.

Jacob's metacognitive development: Throughout the interview with Jacob, I questioned him about his strengths and weaknesses as a learner, and how and why he

approached tasks the way he does. Consistently, Jacob responded to these questions characteristic of a person just entering the Identification of Processes level of metacognitive development as described by Schraeder (1988). At this level of metacognitive development, the person has begun to think about his thinking processes and is able to name them and identify a general system. When I asked Jacob to describe himself as a learner he named his general system:

> *I'd say I am a very visual and like experiential... like seeing someone do something and then me actually doing it afterwards.*

I then tried to get Jacob to expand by asking for an example. He responded:

> *While I was in the Air Force the instructor would show us how to inspect equipment. He'd go through the whole procedure and then we'd have to do it. That is also another reason why I decided to go into the military. It's more visual and experiential learning.*

I probed further and asked if there was anything else or other ways he would describe himself as a learner. He replied that those were the main ideas, so I then asked, "What would you say are your weaknesses as a learner?" He replied, "Auditory. Trying to listen to people and learn from that".

Later in the interview I tried to explore with Jacob how he approached his writing. He replied:

> *Just organizing my thoughts; I tend to kind of go off on different tangents. I just want everything in my papers and, I kind of have trouble organizing everything so she's help me organize my stuff.*

Jacob's responses indicate that he has begun to move away from the *self reflective monitoring* to the *identification level* of metacognitive development. At this earlier level individuals notice how they think but cannot separate it from the content they are thinking about. Jacob has begun to identify specific components of his thinking process that are separate from content. He has not yet constructed this into a general system, nor is he able to explain how the system works (Schraeder, 1988). Once again it is interesting to consider the role that Jacob's difficulty in expressing himself verbally and /or his ability to focus on details plays in his lack of description.

Jacob's developmental stance: Jacob's ability to begin to identify how he thinks as separate from what he is thinking about is characteristic of someone who is viewing the world through the construct of Kegan's institutional balance. Kegan asserted that individuals creating meaning from within the institutional balance are emerging from an interpersonal balance in which relationships with others define who they are. These individuals are now separating themselves from that context and authoring a distinctive definition of self as a system. The system that is created is an attempt to organize all of the pieces of the self into a congruent, self-defined organization. Information from others about oneself can be held and evaluated by the individual and incorporated into the evolving structure. Regulation of the system is perceived as the ultimate role and goal of the self. The hallmarks of the institutional balance are sense of self, self dependence, self ownership. This stands in stark contrast of the complete dependency of the earlier *interpersonal balance*, yet has also not accomplished the mutuality of the interdependence balance (Kegan, 1982).

Jacob's ability to define who he is separate from others' opinions of him is clear as he evaluated his educational experiences prior to coming to Curry College.

> *My high school experience was difficult. I felt that because I was labeled with a learning disability people took their focus off you and just let you get by instead of trying to help you cope with it and deal with it. They just thought, "Ok, he has a learning disability, so we'll just l be a little bit easier on him.*

As Jacob described his journey from high school until now, he provided some insight into when he may have begun the shift from the *interpersonal* to the *institutional* balance. Jacob described high school as a place that made him feel like he wasn't able to go to college, and therefore decided to go into the military instead. He told me he decided to go to the army because he "wanted to prove something to myself; that I could do it." Once he was there, he found that he excelled at the tasks he was given and recognized for it. Initially, he flourished in an environment where he was expected to do exactly what he was told. He told me, however, that increasingly he seemed to become uncomfortable with the view of himself that he had been developing throughout his schooling and decided he needed a change. It seemed that as he was beginning to experience success, and that he began to believe he could take control of his own life.

> *I felt the military wasn't for me, all the controlled environment. I just felt like I was running away from something that I wanted to do. I wanted to prove something to myself. I could go through college and do well.*

When Jacob shared this time of epiphany with me, it nearly brought tears to my eyes. Through Jacob's description I felt the pain he experienced as he told me about

being in classes with children with Down's Syndrome. He wondered if he was really like them, unable to take on the challenges in the mainstream classroom. This view of himself continued through high school as he was given subtle messages that he was not "college material". He went into the military content to excel at what they told him to do, yet his success there caused him to want to break out and take on the challenges of college and dispel the evaluations of him that had held him back in the past.

Later in the interview, Jacob further described how profoundly his definition of himself as a learner had changed from how the schools thought about him. He revealed this when I asked him about the label "learning disability".

> *I like the term learning difference better. I think learning disability is kind of how they looked at it when I was in middle school. Before, it was like, "OK, he's not going to be able to do this." It wasn't, "Let's help him do it a different way. I think I can do it; it's just either going to take me longer or I have to do it a different way, different than the right way: to do it.*

Not only had he decided that he was going to be successful in college; he had begun to see how. Jacob's differentiation between learning disability and learning difference as it relates to himself was clear indication that he had established an identity for himself that was separate from what others may have had, and allowed him to throw off some of the shackles that had held him back in the past. As he explained his new conceptualization of himself, I almost had a vision of the mild-mannered Clark Kent taking off his glasses and suit to expose the real person underneath, Superman.

Kegan further explained that a new positioning of relationships comes with the emergence of a self definition within the institutional balance. Rather than "I am my relationship," the individual recognizes that "I have relationships" (Kegan, 1982, p.100).

Yet, the very strength of the institutional balance, its sense of autonomy, sets the stage for its greatest relational liability, psychological isolation. Kegan described the psychological isolation as an over-differentiation in which self naming and self nourishing are the ultimate goal, and relationships with others are seen solely for the utility in helping an individual to achieve personal goals. When I questioned Jacob about his relationship with Diane, he characterized it in terms of what she does for him.

> *I think our relationship is pretty good; she's easy to talk to. It's different than a typical student/professor relationship. It's more on a personal level. I think a professor is more just there to help you with assignments and stuff, and she's more there to help you learn how to do your work. She's also like a mentor to motivate you and to focus more on doing your work better instead of just talking about how to do it.*

Jacob recognized that Diane's relationship with him was different from than that of a typical student/professor relationship. He even described it as more personal. Yet the detail of that description of the relationship was all about what she does for him. There is no mutuality expressed about the relationship. His difficulty viewing their relationship as anything beyond what it does for him is emphasized even more when I asked Jacob what qualities of Diane he likes best. He responded:

> *Her enthusiasm. She always has the drive to work hard and help her students out to do well. She wants all of her students to do well.*

The qualities Jacob likes about Diane are qualities that "do" something for him. There is no acknowledgment of any quality like "good sense of humor" or "humanitarian" (qualities Diane possesses) from which he does not directly benefit.

When I questioned him about his experience at college outside of the classroom, I began to hear of the loneliness that Kegan described as characteristic of a person relating to the world from within the institutional balance.

> *It's been a difficult time socially outside of class. I think it will get better. I've been trying to get involved in the school; like I did Alternative Spring Break. Instead of going to Cancun or the Bahamas, I stayed here and did volunteer work.*

It may be that Jacob was searching for social relationships within the context of organized groups because relationships are more easily developed when they are emerge within a context that has specific shared goals. From within the institutional balance, relationships must have a common purpose; otherwise the other person in the relationship is distracting the individual from his goal and possibly moving him in a new direction, a differently defined self. The sharing of oneself on an emotional level rather than on an agency level threatens the very boundaries that have been fortified to create the precious distinctive self (Kegan, 1982).

Christine

I first met Christine in Diane's office late one weekday afternoon. She breezed into the room and sat down at the table where Diane and I had been talking. Christine's smile set the context of my first impression. Wide, captivating, and genuine, it made me feel we would have an easy time developing a relationship for the interviews before she ever spoke a word.

Diane introduced us and Christine began talking excitedly about her day, engaging both of us in the conversation. As she spoke, I was paying more attention to

the thirty-year-old woman seated across from me than I was the story she was telling. The impressions of her physical appearance that day came to mirror some of the complexities I heard as I spent time interviewing and observing her. Christine was an attractive, 5'3ish woman, with light brown and wavy hair. She was stylishly dressed and walked with an easy, flowing gate. Her clothes and hairstyle are very complementary to her large build yet everything is not quite in place. Her hair is a bit in disarray, and her clothes, though stylish, not "buttoned down". That first day she appeared to be a warm, expressive woman who understood who she was but hadn't quite yet put all the pieces together.

After the three of us chatted for a little while, Christine and I adjourned to an adjacent room for our first interview session. I did not need to prod or probe to elicit her story. She seemed eager to tell it.

At the time of our interview, Christine was a thirty year old senior at Curry College anticipating graduating in approximately five weeks. She lived on her own in Malden, Massachusetts, and commuted to school. Her parents are divorced, and her father had remarried and had a young daughter. Diane later told me that Christine "adores" her father. Christine spoke often of him throughout the first interview, and only once mentioned her mother.

When I asked Christine about coming to Curry, she told me that she began attending Curry College when she was twenty six at the insistence of her father. She did not want to come; she came to pacify him. Christine explained:

> *I figured, ok, let me just fail out the first year, cuz that's what I'm gonna do. I can't do this. It will show him that I'm just not cut out for it*

Diane characterized her reluctance to return to school as fear. She said Christine was, "Absolutely terrified of failure in coming back to school. Completely terrified, sure she would fail."

A look into Christine's educational history helped trace the roots of that fear. Christine began first grade in a Montessori school. There she felt comfortable. Both she and Diane explained that they thought she thrived in the Montessori school because the learning was more experientially based, and not so dependent on reading and traditional evaluation. She then went to a Catholic school for the seventh grade and things began to unravel. Christine describes:

> *I went into a Catholic school, which was the wrong route. I ended up staying back. I didn't understand certain things, certain ways they were teaching, because Montessori teaches a very different way. When I went to high school, I didn't understand. I didn't get it as quick as other people. I stopped trying, really. I passed but... Literally, they put me in an alternative section of the school and I graduated from there.*

The experience in the Catholic school and high school were quite painful. Christine expressed her frustration with words and a pained look:

> *The teacher would be up at the board explaining something, everyone would just seem to get it, except for me. And then you don't want to keep asking questions and questions, I probably would now, but then I would never have because you feel like you still won't get it even if they do explain it a certain way. So I didn't understand the first few times.*

In a search for answers, Christine's said her father had her tested during the seventh grade. It was at this time that she was diagnosed with a learning disability. Though she was diagnosed, she doesn't remember receiving much help nor does she remember anything getting any better.

> *Then I went to a public high school, and didn't do great there either. I never stayed back. Got F's and then moved to the alternative program. Usually they just push the bad kids into the alternative program. I was never bad in school. I never had these huge absences or anything like that. They put in me there, because I wasn't doing well in the regular population.*

As Christine told about her experience in the alternative high school, it seemed it was a relief, yet there also seemed to be disappointment about it.

> *You weren't in the regular part of the school. You weren't with all the kids from the high school. Different types of teachers. I think they kind of specialized in different areas. The learning was more like Montessori; different ages and grades in one class; kind of learning at your own pace; not really so much homework. I don't know if I would have graduated without it.*

When Christine spoke about those years, sadness and anger seemed to reverberate around the words. Christine's frustration and hurt were not only because of failing, but because of her parent's reaction to her failing.

> *My parents always said, "I don't care what kind of grades you get as long as you put the effort in, but on the report card it says you're not putting the effort in." But how I would I put the effort in if I didn't understand it. It was just such a – I hated school. I did.*
> *I mean, outside of school was fine, other than my parents. I think I was punished from 7th grade until I graduated,*

> *just constantly punished for my report cards, for summer school. I knew that when I graduated, I never wanted to deal with school again.*

After high school, Christine decided to work in the salon business. She thought she needed to pursue a trade because that was what people in her town did if they weren't going on to college, but she soon lost interest. Christine's father wanted to help her find direction and began talking with people about resources for young adults with learning disabilities. That search led them to Curry College and PAL.

Christine entered Curry at the age of twenty six. Four years later, she was ready to graduate with a communication major and a 3.02 grade point average. When I asked her what she felt the most pride about when she looked back at the past four years, she responded,

> *I think one thing that I do feel pride about is the fact that the first year I started here Diane suggested that I only start part-time because I had been out of school for so long. And so I did. The first semester I took two classes and the second semester I took three and I am able now to graduate in four years, which I shouldn't have been able to do. But I went all through the summers; all through the Christmas break, because I said most normal people do it in four years, so I kind of really wanted to do that. I didn't want to be one of these people take me seven years to graduate, so it was important that I did it in four, and I did it!*

I found it sad to think that Christine's greatest pride about what she has achieved in college focused on her ability to complete her degree in the same amount of time as a "normal" student, even though she seemed to have had so many accomplishments that could have brought pride. It seemed to reflect both the hurts she sustained earlier in her

schooling when she was made to feel she was not “normal”, and her proclivity to create her meaning about herself in reference to others.

Christine’s learning profile: Christine’s most recent psycho-educational assessment was done by Diane as part of the admission’s process for PAL. PAL requires students applying to the program to have intellectual testing that has been done within three years of the application. If the student has not had a recent evaluation done, PAL can provide the testing for a fee.

Diane conducted a thorough psycho-educational evaluation of Christine in February of 1999. The assessment components included a learning assessment interview, Wechsler Adult Intelligence Scale III (WAIS III), Test of Adolescent and Adult Language) III (TOAL III), and the Woodcock-Johnson Test of Achievement. Since February of 1999, Diane worked with Christine and was able to further confirm, clarify and question some of the results of the testing. One of the first descriptions Diane gave to me about Christine was that she had excellent social intelligence and was able to connect well with people because of her insights and judgments. Diane’s report elaborated.

> *Christine has a good fund of practical information, is proficient in learning from experience, and is able to use practical judgment n social situations. It is an indicator of Christine’s common-sense reasoning ability, an ability that will be a valuable asset to her in college.*

Christine’s strong thinking skills are not solely embedded in practical reasoning or learning from experience. Her testing also indicated that she has strong abstract reasoning ability, and Diane spoke to this strength often as she talked about Christine.

Written expression is another area of strength for Christine. It is the first area of strength Diane noted in our interview and is corroborated by the testing. Christine scored at the college level for her quality of written expression. She demonstrated both of these strengths in an article she wrote that she read to Diane during a session I observed.

> *In the 1980's and 1990's we have been investing more money in computers for education. However, some researchers feel that it is wasteful because there is not enough proof that computers make a difference in student achievement. Even though researchers feel there are mixed results, school systems continue to purchase computer equipment and use it for education. One thing that research has shown is that some people putting computers in classrooms without using them appropriately will not be beneficial.*
>
> *In the article, Technology in Each Classroom, Students of Low Socio-Economic Status, Michael Page reports on his study comparing students with technology enriched classrooms and those in regular elementary school classrooms. The difference he was exploring was student achievement, self-esteem and the impact of interaction. His studies were based on five different Louisiana elementary schools serving predominantly low income families.*

The intellectual testing that Diane used as a basis for her report also indicated that Christine had significant cognitive strengths in visual spatial reasoning and organization. Her report asserted it was important that Christine acquire learning strategies based on these strengths which would greatly contribute to her academic success. The visual spatial reasoning had also set the foundation for her strong mathematical conceptual understanding. In my interview with Diane, she suggested that one of the possible reasons why Christine had been so much more successful at the Montessouri School was because the philosophy for learning in Montessouri schools draws more heavily upon a visual spatial base than in a more traditional school.

Though Christine had these significant strengths from which to draw, both Diane's observation from working with her for the past four years, and the testing she conducted four years ago suggest that Christine has weaknesses in her cognitive and academic skills that undermined her success in school. Christine had strength in her written expression, yet she also demonstrated weaknesses in other areas of her expressive language.

In our interview, Diane wrestled with the findings she stated in the report she wrote after the initial evaluation regarding verbal expression.

> *I had given her a TOAL and her oral expressive language was not strong on the TOAL. The vocabulary was weak because she hadn't done a lot of reading and writing. She did Montessori all the way through eighth grade and didn't have the same kind of pressure on you to read a lot of the literature and things where you learn those words. So she did have a weak vocabulary and that may be why the expressive was a little bit weak. Observing her and working with her I would say it's a strength.*

Diane was grappling with the intricacies of Christine's learning profile. Christine has strong written expression as seen in her testing and some of the work in her classes. Talking with her socially, she was very good expressing her thoughts and feelings; yet testing indicated that her written language was much stronger than her receptive and expressive spoken language, and this could be observed when she attempted to explain some of her more abstract thoughts. Her vocabulary and her difficulty in understanding syntax undermined both. These same weaknesses were also a barrier to her reading comprehension which was also at the eighth grade level.

In our interview, Diane said that she also questioned the cause of the reading comprehension issues:

> *I've wondered myself sometimes whether she even has a learning disability other than this emotional, reaction to things; but yet I think she does because after four years of college I think that reading would be- would have come up. She had to do a lot of reading in college and reading comprehension is still an issue. It's not a severe one; she's not a real severe dyslexic or anything. Her word recognition is fine. She can use the phonics fine but she doesn't always get the gist of it. Like right now she's reading the text for Com Research. It is difficult and I mean it's even difficult for me. I have to really read and reread sometimes to get what its saying. It's been a struggle.*

The final two weaknesses that testing and Diane's observations highlight are time management and anxiety. For many students, time management issues are imbedded in difficulty with overall organization: organization of time, materials, etc. After working with Christine for four years, Diane believes that her time management issues are more related to anxiety and processing issues.

> *Her time management is horrendous. It still is and probably will be, not that we haven't worked on it. She's made a thousand plans and promises. She has a time management book, puts some things in it, but has trouble following through. But again, is it time management or is it, "I know I'm suppose to be working on that essay, but I'm really so averse to doing it that I can't force myself." She's motivated. She wants to do it; she wants to do well. She just can't control that rising feeling.*

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In addition to anxiety, Diane believes that the way Christine processes information may contribute to her time management difficulties. In the psycho-educational assessment report Diane wrote:

> *Since Christine did well in the Symbol Search subtest (a test without time limits), her difficulties in the Coding subtest (a test with strict time limit) are notable and suggest a slower visual-motor processing speed. Given enough time, Christine can perform such tasks accurately. In academic tasks involving encoding of information, she will benefit from being provided with additional time.*

After working with Christine, Diane provided more insight about the way Christine's processing style may impact her ability to complete tasks on time.

> *It's this whole thing about the execution. I know that the coding subtest on the WAIS III is only encoding symbols, but I think it must carry over further to a whole realm of things. The starting of a task; the doing of the task; the sit down and do it now task; going from the abstract to the concrete. She has lots of abstract ideas, but the problem is narrowing them down and getting them into some concrete form. You can see it in their eyes. They are shouting "I'm in the middle of a forest here, and I don't know where I am!"*

Being "lost in the forest" contributes to the panic, and the panic contributes to putting off the task; putting off the task creates more panic. Diane explained that when she first began to work with Christine, she always left her work until it was a crisis. Then when it was a crisis, she would become overwhelmed, and her rising emotions would cause her to want to give up. What a terrible cycle. Together they needed to find a way to break it.

Christine's metacognitive development: Christine's descriptions of herself as a learner and her analysis of her approach to academic assignments and life situations are characteristic of a person who is functioning in Schraeder's (1988) explanation of processes level of metacognitive development. This stage of metacognition has two salient characteristics.

The first characteristic of the explanation of processes level of metacognitive development is that the person has moved beyond the identifying and naming of the components characteristic of the earlier identification of processes stage to expounding on how and why the components are incorporated into their system. The explanation of the processes is not embedded in a singular task; rather they are abstracted and can be applied to different situations with fluidity.

Christine did have difficult describing herself as a learner, but was able to talk about what she needs to have in place for her to be most successful. In our initial interview, I asked her what strengths she drew upon to make learning easier. Her answer echoed the most prominent strength both her testing and Diane's observations highlighted. "I would say communicating, socializing with people". I later asked her how she used this strength to enhance her learning and she explained:

> *One of the things I do is I make sure the teacher knows who I am...And I keep like a constant communication with them. I literally will go after class, call on the phone, whatever I need to do to make sure that I understand and I ask a lot of question.*

Christine's answer is in sharp contrast to what she said happened when she was in high school and didn't understand. In high school, she was silent. She didn't ask

questions because she thought she knew that she could never understand. Now Christine used her ability to communicate effectively one on one to negotiate the times that her auditory weaknesses cause a barrier to her learning.

It is interesting to note that "communicating, socializing with people" are the only pure strength that Christine identified, even though she has other significant strengths. She identified her visual spatial reasoning not as strengths but rather what she needed to help her learn difficult material.

> *I would need someone to sit me down show me visually instead of just explaining it to me. When Diane explains things to me she will often take paper and write it a certain way. Just the way she writes things - makes like visuals, like columns and pictures and using different colors and it just helps.*

Christine acknowledged that her visual spatial ability helps her learn, but did not identify it as a strength. Though she did not label other aspects of her cognitive processes as strengths, she quickly wanted to explain her weaknesses. When I asked Christine what her strengths were she told me about her ability to connect to people and then added, "but I could tell you about my weaknesses."

> *My weaknesses are that my time management is awful. I am such a procrastinator. I wait until the last minute. I am unorganized. I just don't get things done when they should be done. I'll hand some things in late, but there's no need for it. There's no need for me to hand it in late. And I think I look at it and I say "Oh, I'll do it later," or "I don't want to do it." And it's really hard for me to get something started, but then once I get it started, I'm OK. I think I get very overwhelmed, and just the words are kind of stuck inside me. I don't know how to really go about organizing something to start it.*

When I asked Christine what she had learned to do to alleviate feelings of being overwhelmed over her difficulty on organizing, she responded in a way that demonstrated that she is able to decontextualize the process and apply it to other tasks and situations.

> *I guess I need to look at the big picture – just to take things a step at a time and break things down into little pieces. That helps me. Because I look at things and I just get completely overwhelmed. I want to start to cry. I just don't want to do it. So, I think Diane has taught me how to look at things step by step – write things down. And that can be in anything, not just a school situation. I mean, I don't know - looking for an apartment. Finding an apartment; making all the phone calls; going to look at it; packing your stuff. It's kind of like when you get directions when you are driving in a car and it looks like forever but it's really just a bunch of left and rights.*

The second salient characteristic of the explanation of processes stage of metacognitive development is the person's inability to evaluate the possibility of using alternative strategies to accomplish a goal. Christine demonstrated both characteristics when she described why she is able to do very well on one type of writing assignment and find another very difficult.

Christine wrote a paper that analyzed her educational experience in her classes over her four years at Curry against the framework of the mission statement. Curry's mission is articulated as a commitment to develop, "liberally educated persons who are able to gain and to apply knowledge humanely, intelligently, and effectively in a complex, changing world. To achieve its mission, Curry College promotes individual's intellectual and social growth by engaging its students in achieving these educational

goals: thinking critically, communicating effectively understanding context, appreciating aesthetic experience, defining a personal identity, examining value systems, adapting and innovating" (Curry College Catalog, 2003.p.3).

The ease with which she integrated her experience with the mission statement of the college is indicative of her abstract reasoning and strong experiential learning ability.

> *I did it perfect; I aced that paper. And for things like that I'm fine; it's a freer type of writing; it's more personal to me. The Curry Mission Statement is pretty straight forward you know, here's the statement; this is what it entails or what it means.*

In contrast, Christine discussed the cognitive and academic skill weaknesses in the dramatic difference she experienced writing a paper for a communication theory course. She was asked to answer questions weekly from an assigned reading that she was assigned. This was very different from the paper she wrote about the mission of the college.

> *In the mission statement paper - here's the statement; this is what it entails or what it means. I just went through my classes and explained each thing. I think the paper had to be like a minimum of ten pages, but I definitely went over that because it just came so easy to me. But then something like in Callan's class I would have to write literally eight sentences, that's it, on a question and I couldn't do it.*

When I asked Christine why Callan's writing assignments posed so much difficulty for her she responded:

> *It was very detailed; there was no creative writing. It was more out of a book. I just think the book was hard for me to*

> *get. It used a lot of wordy sentences. I just I don't think I really understood the way that she taught Personally, I didn't understand it.*

All three excerpts demonstrate Christine's ability to analyze her own cognitive processes in pursuit of completing a task, yet they also demonstrate her inability to suggest alternatives that might have produced a more effective outcome. There seems to me to be an almost fatalistic tone. She cannot think that there is another way she could approach and take control of it.

Christine's developmental stance: As I began to consider Christine's developmental stance, I read through her transcripts reviewing all the statements that I thought would give me insight. When I had done this previously, I generally had Kegan's framework in mind, got an overall impression, and then went back to consider the details that will or will not support that impression. This approach had worked well for the two other students in the case study, but was insufficient when I came to thinking about Christine. She, like her physical appearance on that first day, was more difficult to summarize.

My first overall impression of Christine from her transcript was that she was operating within Kegan's interpersonal balance. Kegan asserted that individuals at this stage see themselves as non-distinct from the relationships that they hold (1982). I heard qualities that echoed those frameworks from Christine in many of the responses she gave me. When I asked her how she would describe herself as a learner, she replied,

> *I think I have definitely improved but I can't tell if I've improved because I have really improved or that the teachers are so great. It's hard to see, you know. I think the teachers here, even though not everybody is in the PAL*

> *program here, they teach more in a way that I can understand. So, learning's definitely been easier for me.*

Christine's response was similar to others she gave. It seemed when I asked her to describe herself, it always involved another person. In addition, Christine seemed to have another characteristic of Kegan's interpersonal balance. Within this framework of meaning making, a common problem arises when there are relationship in which "what I want to do as part of this shared reality and what I want to do as part of that shared reality are in conflict" (Kegan,1982, p.96). Christine appeared to be experiencing that conflict when I asked her if there was anything she would take out of this experience that would influence her life.

> *I definitely have a different outlook on education. Like for my own personal self, I don't think that I could be with someone who didn't have a college degree. First I just look at the college degree in a whole different light. I think that it takes a certain person to go to college and to graduate, because a lot of people that I went to school with never did go to college. I think it says a lot about a person, because every step of the way has been a struggle for me, really. And there were so many times when I wanted to quit. So I think that somebody who stays in it and does it, and finishes it, I just think it says a lot about somebody.*

Christine's response seemed to say that it would be difficult for her to be in a relationship with someone who has not had the same shared experience. She believed that finishing college was the only way someone could demonstrate to her that he could persevere would be to struggle through college as she did. She did not consider that someone could have different qualities or have had different experiences than her and still be able to "have a relationship with her."

My initial impression of Christine's interview had been formed through the lens of Kegan's *interpersonal balance*; yet the closer look left me dissatisfied. There was so much about her that was not illuminated through that lens. I found myself turning to a different model I thought might help. As I read and re-read Christine's transcript, I felt as though her words and story sounded more like the language of a *subjective knower* as described in WWK, (1986). Belenky et al said that the women they met whom they classified as subjective knowers were often women who had experienced feeling stupid and helpless. They had grown up either in actual physical danger or in such intimidating circumstances that they feared being wrong, revealing their ignorance, or being laughed at (p.57). Certainly Christine's description of her early schooling reflected that kind of torment.

At the earlier stage of *received knowledge*, *WWK* (1986) suggested that women turned to male authority for protection defining themselves from authorities outside themselves. Belenky, Goldberg, Clinchy, and Tarule explained that "received knowers" turn to males because society has taught them that men hold the power in society and then are let down because of divorce, neglect or abandonment. Christine's story prior coming to college appeared to be the story of someone relying on others, particularly her father, for her sense of self and direction. When I asked Christine if she received help in her younger schooling years, she responded "My father says now that he doesn't think the Montessori ever addressed my learning disabilities." When I asked her what she did prior to coming to college she responded, "After school, I had gone into the salon business. It was just something everybody in my city was doing." Diane explained that when she tested Christine, both her Mom and Dad came to the meeting where she

explained the testing. As Diane said, "This is a bit different for someone her age, probably about twenty-six then."

As Christine relayed her story, I begin to hear a shift of voice from received to subjective during her first two semesters at Curry. Christine explained that she came to look at the school because her father insisted. She then met Diane who, "talked me into coming here and promised me that I would be able to do it". She added later, "When I came to Curry, honestly I didn't think I'd last a year. I did it to shut my father up." At this point in her story, at the age of twenty six, she did not take responsibility for figuring out who she was or the direction she was going.

Once Christine began her work with Diane, she began to describe her relationship between another person trying to help her and herself differently. She no longer characterized it as receiving orders from others, but rather being together as one. This is characteristic of a shift from *received* to *subjective knower*. Previously, Christine had said that she was at Curry College, because her father *"made"* her come to look at the school and Diane *"talked her into coming."* Now she reflected on her years at Curry and said, "Honestly, I really don't think I would have stayed if it wasn't for Diane. I know nothing is going to be impossible while I am *with* her because she knows everything. I know if I didn't have her to *help me* with it, I wouldn't be able to do it. I can bring anything to her and *she makes it doable*." For Christine, Diane became an inextricable part of helping her be who she is.

A ***subjective knower*** has rejected the notion of an external authority and has replaced it with an internal locus of authority. *WWK* suggested that though other theorists such as Erickson and Piaget assert that this shift typically happens during

adolescence, their studies found women of all ages making this shift (1986, p.55). The overthrow of external authority for subjective women is characterized by a disdain for rules, and any knowledge that is not directly related to their experience. Both of these qualities are embedded in Christine's description of a perfect job for herself.

> *I would say being in charge of myself. Doing something that I would really enjoy; I think I need to really love what I am doing, and not have a lot of people breathing down my neck. I don't like to be enclosed a lot. I like to be freer, I think. I don't like things with a lot of rules and a lot of formulas and steps, and stuff like that.*

It is difficult to not get caught up in Christine's emotions when you talk with her. Her honesty, expressiveness and sense of humor draw you in. It is easy to understand why Diane finds her so enjoyable to work with even though she seemed to be in a constant state of crisis.

Christopher

I was working in my office one summer Monday morning when the receptionist came to let me know that Christopher Gale had arrived for our appointment. I looked up with dismay and hurriedly grabbed my appointment book as my mind raced wondering how I could have messed up so badly. I didn't have the tape recorder ready; I needed to find my questions; I needed to get my mindset adjusted from my daily routine into my "research mode." As I gazed at my appointment book, I was even more confused. I did not see Chris' name.

In came Christopher, a twenty-six year old alum of the college. He graduated from Curry College in 1999 with a major in Psychology and a 3.09 grade point average.

Through Diane, I knew that he was just married the previous month and was working for a private, non-profit, child and family service agency. I had not seen him for several years, though we spoke on the phone to schedule the interviews. He did not look much different than when I saw him working in PAL with Diane in the early 1990's. He was about five foot, ten inches with a stocky build, light brown, curly hair, and a broad face that shined a familiar bright smile as he walked into my office. I got up and shook his hand and said, "Chris, I'm so sorry. I wasn't expecting you. Did we set an appointment for today? Somehow I didn't put it in my book."

Chris responded that he thought it was today. I then leafed forward in my schedule book and found his name two weeks later. Chris laughed and said, "I guess I was wrong; I must have got it confused."

We talked for a minute, and he then said he would be back on the scheduled day, and out he went as cheerily as he had arrived. Two weeks later Christopher returned. His interview lasted two plus hours, considerably longer than my interviews with Diane's other students. Throughout those two hours, I spoke very little. Each of my short questions elicited detailed, reflective, and insightful answers about his younger years, his schooling, how he learns, and what he is doing now. As the interview unfolded, I was ecstatic about the data I was getting.

Afterward, I listened to the tape and got an uneasy feeling. It was difficult to identify why I felt this way, but as forthcoming as Chris had been, he was still hiding. He seemed to talk about his journey through his early schooling and his years at Curry as a problem solving activity. Identify the problem, devise a plan for solution, execute the plan, learn from the mistakes and move on. There was never talk about the emotional

aspect of it. It made me wonder, and so I began my interview with Diane about Chris sharing my concern. Diane responded:

> *Hiding is exactly what it is and it's interesting because, as you said yourself, you wonder if it's a façade because you've worked with our kids too…And some of the ones who appear the most together are at first the hardest ones to work with because of the façade. They have been a long time erecting that façade.*

It is true that students I taught in PAL who appeared to be the most "together" are sometimes the most difficult to work with because they do not reveal their vulnerabilities as easily as those who struggle and acknowledge they are struggling. I found the same to be true in the interviewing process. Chris gave such wonderful insights on the "metacognitive" aspects of his learning experience, it might have been easy to accept the sterilized version of his feelings about his journey. As I began to construct my understanding of Chris, through, I found the picture I was creating was like a jigsaw puzzle. Ninety percent of the puzzle pieces were vividly supplied by Chris, but the last ten percent were offered by Diane, and among those pieces was the all important corner piece.

Chris spoke of his younger years with a great deal of fondness conveying an almost idyllic setting. He said his family moved around a lot until he was about thirteen years old. He explained he then lived in Marsden, NY, "this itty, bitty little Podunk of a town where I graduated with thirty five kids from a public school". Chris said that going through junior high and high school in Marsden was very good for him because:

> *It was such a small town and such a small group of kids in the school. You had to do everything, so you know you couldn't just play one sport you had to play three. You couldn't just be involved in one or two after school activities, you had to do a ton of them.*

Diane added a "corner piece" to the picture about the move to Marsden that helped me better understand Chris. Chris and his mother moved to Marsden after Chris' parents divorced.

> *His parents split up: a very, very messy divorce. The brother went with the father and they've never seen hide nor hair of either of them since then. No contact, zero, not a phone-call; don't even know where they are. He was left with the mother who is the weaker one, the needy one. And he took the place of the father really.*

Diane's information surprised me. I thought Chris had been so forth coming. When I looked back at the transcripts of our interview, I saw that he did give me so much detail about school and how he grappled with the problems he experienced there, but cleverly avoided discussing details about his family or his feelings.

Chris told me that it was in Marsden in the fifth grade that he was tested because there was such a discrepancy between what he seemed to understand in class and what he was able to do on quizzes and exams. As a result of the testing, he recalled that he was placed into a resource room in the middle of the sixth grade. Chris continued going to the resource room through high school.

> *Instead of having the regular study with everybody else, I'd go into the resource room and we'd work on all kinds of stuff, like basic stuff; like scheduling your time, figuring out how I'm going to do things. Spelling has always been*

> *difficult for me. Reading had always been sort of a slow, sort of tedious process.*

After Chris spoke about his work in the resource room, I asked him how he felt about school during his middle and high school years.

> *I liked school but I liked school not so much for the academic stuff that I was doing but for the other stuff. If it was practical application kind of stuff I could do it, but try to know the history of the French Revolution would kill me. I'd just stare at a book for hours and have a hard time remembering what I read.*
>
> *I think the other thing that was hard was that my learning disabilities were not that bad. I mean we actually had a few kids in my grade that had some severe learning disabilities. If I went into the resource room, I was one of the higher functioning one. It was hard for my teachers to give me any attention because the others needed so much.*

Chris described what happened in high school with vivid detail. He also analyzed his experiences with great insight, explaining why his experience had been the way it was. What Chris did not do was give the same level of description to his feelings. In response to my question about how he felt about middle and high school, he responded that he liked school, and it was great. He then went on to explain all of the reasons why it was so good, but he also provided a small window into areas that were not so great. He struggled with his history class; he was placed into resource settings with children who had more serious disabilities than he did; he didn't think that he got the attention he needed. Though Jacob and Christine were not as detailed in their analysis of what happened and why, they were more forthcoming about the pain, frustration, and humiliation. Once again, I felt as though I had missing pieces to this puzzle.

Diane said she came to learn from her work with Christopher that it is very difficult for him to, "express discouragement or needs". She attributed this to two factors. The first reason was an outgrowth of the family dynamics after the divorce.

> *He really was the man of the family. He was making decisions in the family as a high school kid that grown men would usually make. There was a family business that was involved where he had a lot of say. He became a grownup over night, and it was hard for him to go back to being someone who was being mentored as opposed to being the one who was taking care of someone.*

Diane attributed the second reason for Chris' difficulty letting others know how he felt to his weaknesses in his language abilities.

> *He also has trouble with expressive language. So part of his reticence is not knowing quite how to express how he's feeling.*

Chris alluded to the level of independence he had in high school when he talked about his decision to come to Curry College. He explained he wanted to attend a small college where he did not feel like "a number in a sea of other people and kind of lost." He also thought he wanted to be a communication major because of his experience as the general manager in the radio station in high school. He said that he had not really thought about PAL when he applied to Curry, but more about the size and the radio station on campus.

I then asked him if his parents were involved in the process, because I wondered why they would not have urged him to think about how he would be academically

supported. He responded, " They were pretty open about letting me sort of choose where ever I wanted to go and what I wanted do." He went on to explain:

> *When I was 16, 17, 18 years old I was pretty independent. My family owns a construction company, so I worked for them since I was very young. I worked there every weekend; I worked there every holiday. I was involved in a ton of stuff at school so some nights I wouldn't be home from school until 8:30, 9:00 pm, so my parents were pretty helpful in just sort of letting me kind of choose what was going to be best for me.*

Chris came to Curry wanting to be a communication major. At that time, his real interests were in video editing for television. When Chris was at Curry, the College did not have our own television studio as we do now, and students participated in the practicum at a nearby cable television company when time would allow. He was frustrated that he was not getting enough hands on experience. At the same time, he was taking a mentoring course and had an internship and was considering becoming an education major. Later, through his course work, Chris became interested in the psychological dynamics of his work with children.

> *I was talking to Diane about it and she had a friend who was the HR person for a residential facility. She spoke with the woman and she got me a job and I started working with adolescent boys and girls. It was an acute residential program, so there were some pretty handicapped children and it was fascinating to me.*

As a result of the internship, Chris decided to change his major to psychology. He continued an internship at the agency into his senior year and then they offered him a

full time job the second semester of his senior year. Diane was concerned that the full time job would be too much for him while he was still in school.

Chris acknowledged that the second semester of his senior year was a difficult time for him as he tried to juggle his classes and work full time. When he graduated, he received an immediate promotion, but the long hours and stress continued.

> *I kind of managed to burn myself out pretty quickly. Even when I was in school I was working at least forty hours a week and when I graduated it was more like sixty or seventy, because they had all kinds of stuff going on. It was nice because I got to spend a lot of time with these kids, but it was really hard work. I worked there about a year and a half or so out of school, and then I completely could not do that anymore.*

Chris remained with the agency, but changed the type of work he was doing.

> *My current job is that I provide training for all of our new people that come in. I facilitate it myself or I have people that come in to do it, so all of our new employees- everybody from our counselors and our clinicians to teachers and nurses - all come in and go through a two week training process where they learn about behavior management. They learn about development and trauma stuff, boundaries, how to engage families in a treatment. We're doing medication and then simple things like CPR and first aid. I also do all the restraint training for the agency.*

Christopher went on to say how much he enjoyed his work. It allowed him to make a difference in children's lives, but it also allowed him to have variety in his day to day schedule. Although Chris was happy with his work, he also added that he is still pursuing new challenges.

> *So now I've gone completely insane and, and signed up for a non-terminal doctoral program, so God help me!*

Christopher's learning profile: Christopher submitted a WAIS-R in 1995 as part of the admissions process for PAL. The only information from that testing that was available to me were the actual scores, not the narrative. The pattern among the individual subtests in the verbal and performance I.Q as well as the Full Scale I.Q. helped to provide a framework for me to understand Chris' learning profile.

Chris' full scale I.Q. is 116 placing him strongly in the above average range of intelligence. Using this score alone to try to understand Chris' intellect would cause me to both underestimate his intellectual potential as well as the difficulties he experiences in learning. The scores in the subtests of Chris' WAIS-R range from below average to the superior range and seem to more accurately reflect the complexity of Chris' intellectual abilities.

Chris demonstrated his greatest strength in the subtests of the WAIS-R that measure visual spatial reasoning. Within that cluster of subtests, he scored in the superior range on tasks that required him to visually analyze information and organize it sequentially, and above average on subtests that required him to analyze both concrete and abstract-visual information and organize it in a more holistic manner. This cluster of scores suggest that Chris is a strong visual learner who can analyze, organize, and learn from what he sees and experiences at a very high level. These abilities are evident in Chris' description of his work in the radio station in high school, his ability to learn how to set up a television studio from working with someone from the local cable station, and the success he experienced through his internship. It is interesting to also note that all of the majors he contemplated were a result of success he experienced working within

that field: Communications (radio station), Business Management (family business), Education (practicum at an educational facility), Sociology (internship at a group home for adolescents).

The WAIS-R subtests also indicate that Chris has relative weakness in auditory, short-term memory, and visual memory for symbols. These two cognitive areas are the foundation for three very important aspects of the traditional classroom experience: reading, spelling, and learning from lectures in class. Chris told me about difficulties he experienced in all of these areas in school.

> *Spelling has always been difficult for me. Reading has always been sort of a slow, tedious process. I'd try to figure out the history of the French Revolution and it would kill me, because I'd just stare at a book for hours and have a hard time remembering what I read. And the, when it came to actually sitting in a classroom and learning things and remembering to do things..*
> (Chris ends his sentence with a shrug of his and puts up his arms in dismay).

The cluster of subtests of the WAIR-R that is indicative of verbal language ability fell predominantly in the average range. For Chris, this is a weakness because it lags significantly behind his visual spatial intelligence, and sometimes hinders his ability to express what he knows.

When I asked Diane to describe Chris as a learner, she spoke to the same profile of strengths and weaknesses that were evident in his testing, “He learns by doing and expresses his knowledge by doing more than verbally.” She went on to explain how his strengths and weaknesses are evident in a classroom setting.

Diane co-taught a class with a professor in Communication, "Mentoring," that Chris was enrolled in prior to his becoming one of her students in PAL.

> *I know we had a struggle in Mentoring because his written work was not at the level of what we saw in his performance, and fortunately it was a class where we actually did go with them. Francis, the other professor, and I took turns each week. I went to one facility one week and she went to the other, and then we reversed. You would never know from his journals or from his class discussion what a fantastic mentor he was*
>
> *And there was another kid there (chuckles) that was always talking about what a fabulous relationship he had and that he was connecting. We would go and watch and he wouldn't even sit with his mentee. And there was Chris, and he just had an unspoken ability; the intuitiveness, the doing the right thing at the right moment, that he couldn't articulate.*
>
> *So we had a struggle with grading. If we really went by the points for what we expected in the discussions and journals, he would've got probably a C, but his performance was an A+++.*

Diane's description of Chris' performance in class portrayed the type of difficulty students with Chris' learning profile typically have. Often they understand much more than they are able to express. Unfortunately, what they are able to express verbally and in writing is often how they are judged and graded.

Chris' file did not contain testing that measured his written expression. Typically students with Chris profile have trouble with writing. Both Chris and Diane say that this is true for Chris. Diane explained:

> *Writing was a challenge, but he could do it. He's not an extreme dyslexic who can't construct a single sentence, not*

> *like that, but he can't get it out. He'll sit and look at that paper for hours and can't get the paper started. He can't elaborate on it- very terse - just doesn't have the wealth of written language to express it.*

When Diane described Chris' profile as a learner, she added one other weakness that undermined his performance in class, time management. Chris agreed that time management was a problem.

> *Scheduling was a really hard thing for me. I'd always have a schedule, but it would be sort of like a random, "hey there's stuff goin' on"- kind of schedule. I have a terrible time scheduling out what I do. A big part of that was not having a skill set to do it with.*

As I listened to Chris describe his difficulty with time management, I smiled to myself remembering our first "appointment."

Chris' metacognitive development: I didn't need to ask Chris what happened the day he came into my office thinking we were going to begin our interview only to leave shrugging his shoulders. He used that morning's experience to illustrate the difficulty he has with time management and how he attempts to develop strategies for coping with his weaknesses. Chris used our first meeting as an example of what can happen if he does not consciously use the strategies he has developed for managing his time on a daily basis.

> *I have this little Palm which is good for me because I can carry it with me, and I have it all the time. If I don't look at it in the morning, I won't know what I have to do that day. I can't recall- which is strange for me, because I can remember the name of probably almost everybody I've trained in the last four years and that's a few thousand people. I can remember the phone number of every*

> *program in our agency, and we have like twenty eight different sites. Most people- I can tell you what their phone numbers are. Why I know that and I can't remember that tomorrow morning I need to do certain things. (He shrugs)*
>
> *That Monday morning, the day I came to your office, I had been down stairs at my house. I was working building a dining room table. I was downstairs working away on it and all of sudden I went, "shit, something is supposed to happen at ten". I knew that when I had a day off, I was supposed to come in and see you. And I went "oh crap" and I ran upstairs and got dressed and came over here.* (The day Chris was to come to my office was on a different day off) *You know if I don't manage myself every day, I don't remember and I do that kind of stuff.*

Chris' spontaneous evaluation of the events that led up to his coming to my office at the wrong time was one of many examples he gave of how he has learned to build strategies to most effectively draw from his cognitive strengths to maximize his potential and compensate for his cognitive weaknesses. The examples that were intertwined throughout the interview seemed to reflect the characteristics of a person who is operating at Schraeder's *Evaluation Level* of metacognitive development (1988). At this level, Schraeder suggests that people are able to describe the components of their thinking, and how these components are woven together to create a system. Within the *Evaluation Level*, the individual can both abstract the system of thinking from concrete examples and apply it fluidly to related, specific tasks. In addition,

> *Subjects take conscious control over judging the adequacy of their thinking processes in relation to the task at hand and possibly related tasks and alternative strategies. In other words, they take an outside perspective on their cognitive system and evaluate its adequacy (1988, p88-89).*

On numerous occasions Chris described himself as someone who learns best through "experiencing" or "doing" something. As he looked back at his high school years he said he knew he gravitated toward educational experiences that allowed him to experience what he was learning. He said that this was why he got involved with the television station at the high school. Looking back, he claimed he now understood why he was able to do well in some classes, but so poorly in others that seemed related at the time.

> *I would do fine because chemistry it's tangible; you know, you do things in chemistry. And I would do fine in chemistry, but I hated physics. It was just painful because it was all theory and you try to absorb all the theory and I would just not understand what I was supposed to remember, what I was supposed to know. That was really difficult for me. What was especially strange for me was why certain things stuck and other things didn't.*

While at Curry, Chris began to understand in more depth that he learned best from experience. As he came to recognize that experience helped him to both remember and understand information, he began actively pursing ways he could incorporate those practical applications to whatever he was learning.

> *When I was here and I was learning about ed. testing and doing the psych testing, it wasn't enough to just read about how you apply the test and how you did the test, I had to get the test sit down and do them and then I would understand them.*

Chris also recognized that he could not always directly experience what he was learning, so he sought out alternative strategies.

> *Psych kind of pushed that envelope a little bit more because there are things in psych that make it harder to see the practical application of it. Sometimes I would come in with Diane and just sit there and talk. "Ok, so we just learned about bi-polar disorders, talk me through it. Help me to understand this; I know what they are saying but how does this really apply?"*

It appeared very clearly to me that Chris understood how he learns best; he had identified a general system for his thinking. He also could evaluate and strategize how he could approach specific tasks maximizing his own personal cognitive strengths.

Chris used the same metacognitive approach for developing specific academic skills. When discussing his writing, Chris winced as he talks about how hard it is to get his thinking onto paper. "I can verbally go through my whole paper and then I sit down to write it and I'm like- ah I don't even know…" He ended his sentence throwing his hands up in the air. He went on to explain how he uses a tape recorder to record what he has said, and then used the tape to help him write.

Reading has also been very difficult for Chris. He has determined why he has difficulty and found ways to address the problems. "It's not painfully slow. I don't confuse things as much as I used to. When I was in high school I dreaded it." Chris now recognized that he learns words better holistically rather than through a phonetic analysis, so he works hard memorizing new words, and uses context for deciphering new words that "pop up." He says that it is becoming less and less of a problem because he is reading more and has expanded his word bank considerably.

Chris also described how he used his understanding of himself as a learner to set up his academic schedule each semester. "I learned over time how to identify those classes where my strengths would determine whether or not it was going to be a class

that I was going to be really good at". Chris also used his understanding of himself to think about the timeframe for his classes.

> *Class was good for me too because I'm much stronger verbally than I am in writing. I loved the big block classes, those three hour ones. If I took the class that was three times a week, I didn't learn as much because you'd spend the first ten minutes just gettin' everybody in the room and quieting everybody down and then gettin' back into the material. Those big block classes you'd spend the whole time talking about things. I'd learn a lot more that way and so it made a lot more sense to me. It did cause trouble with my time management. I'd think, "OK, so I made it through that class and now I don't have to think about it for six days". Yeah and then you know I'd wake the morning of the class and go, "Crap I have a paper due at 6:00 tonight".*

Chris' developmental stance: As Chris told the story of his journey from high school through college and into the years since leaving Curry, he gave windows of opportunity to look at his developmental growth during that time.

The description Chris provided of his high school years appeared to me to be characteristic of someone in Kegan's interpersonal stance of development. The most significant characteristic of someone in this developmental stance is that the individual develops a sense of self through others. As Chris described his understanding of himself during his high school years, he also spokes to the source of that understanding.

> *At that point I knew that there was stuff going on and there were reasons why I was having a hard time keeping things straight. I liked that they really involved you in an awful lot and whenever they would do a review of an educational evaluation you would go. You come in and you sit through the whole thing and you listen to what they said. As I got into high school I could hear what they*

> *were saying and understand and go, "yeah that's the thing right there." That was kind of helpful to me too. I really understood better why it was that I was having so much difficulty doing this kind of stuff and what was getting in the way of my learning certain things over others.*

At this point in his life, Chris constructed information about himself by applying what he learned from others. He was pleased he was allowed to participate in the meetings, yet participation was defined as attending the meeting and listening.

Chris further demonstrated he constructed his understanding through a mutuality with others when he explained, "I understood that these other things that made learning harder for me didn't make me stupid." When I probed asking how he came to that insight he explained how he used the experience of others to shape a definition of himself.

> *Because it was harder; it was more difficult for me to learn which means the fact that I learned this stuff was a pretty big accomplishment. For other kids it was easy to learn this stuff. And since it was that much harder for me, it must have meant that I was that much smarter because of it.*

Kegan expanded his explanation of the definition of self within the interpersonal balance by explaining, "There is no self independent of the context of other people liking' (Kegan, 1982, p.96). The self is constructed through a myriad of mutualities that are embedded in different relationships. Chris seemed to find solace in being in a place during his high school years that allowed him to be defined in relationships with others who came to know him well in an intimate setting. For him, what made his high school years "great" was the word "small."

> *It was a really small class and was nice for me because it was so small you could get a lot of individual attention. You knew everybody and everybody knew you and that was kind of nice.*

For Chris, the intimacy of the setting was important for two reasons. First his teachers and peers were able to know him in more depth and see what his significant strengths were even though his academic weaknesses were evident in class. Later in the interview, Chris explained how the smallness helped. It started with the teachers.

> *Because I came from a really small school everybody knew, including the teachers, knew everybody. I had an English teacher who knew I had certain difficulties, but also knew that I was really good at other things. He would set it up so that I would shine.*

Smallness helped him develop relationships not only with teachers that bolstered his sense of self, but also with his classmates.

> *I think coming from a very small high school helped that a lot too cuz I knew all the kids in the class. And they knew that if I was having a hard time to leave me alone Kids wouldn't be mean to me, or if they were, other kids would be like, " Hey, shut up, you know, let it go".*

The second way that smallness helped Chris was the level of involvement it allowed him to have outside the classroom.

> *I had a great time I mean you know I knew everybody in school; I had a lot of fun. I was captain of the track team I played soccer; I played basketball I was the general manager of the radio station when I was a senior, and for that kind of stuff I did really well.*

Involvement is critically important to those in the interpersonal stance. According to Kegan, the sense of belonging within groups further develops a sense of self. Chris believed that the size of his home town allowed him to belong and succeed in many groups outside the classroom where he was acknowledged as a success by others. Chris' need to be known and understood by others strongly influenced his decision about where he would attend college.

> *I applied to Ithaca and UMASS, but they were gigantic. Curry was much smaller, but it was still bigger than where I had gone to high school: Smaller really appealed to me. The PAL thing wasn't something I thought about too much when I applied. UMASS would have been a lot cheaper and a lot easier in some respects, but I would have felt like a number in a sea of other people; kind of lost, you know.*

As Chris continued his story I began to hear a shift in the way he created meaning for himself. Previously, he attributed his understanding of himself to others, his mother, his teacher, his peers. This significantly changed as he talked about his growing understanding of himself, particularly in his sophomore year at Curry. At this time, he highlighted the importance of making sense of his learning profile for himself, not solely relying on what others told him. This is indicative of a shift from Kegan's Interpersonal to *Institutional Balance* (Kegan, 1982). Kegan's institutional balance is characterized by a sense of independence and self authorship. These qualities were evident when Chris related his reaction to Diane's explanation of his testing when he had been a sophomore.

> *I remember Diane going over my testing with me. I really began to understand what it meant and how it was manifesting itself in the way that I do things. Part of me wanted to understand the whys of things. Just telling me*

> *that this isn't enough. It's not necessarily that I don't believe people, but I want to know it for myself.*

Kegan further suggested that the new sense of autonomy becomes the sealed up construct that sets the stage for constructing meaning. He stated that within the institutional balance individuals create meaning through the lens of self authorship. Rather than creating, expanding and deepening meaning through seeking out contradictions amongst and between constructs and ideas, institutionalists create meaning by evaluating new constructs and/or ideas through their own self constructed schemata. They incorporate those ideas and theories that resonate and confirm what they already believe, and discount those that are outside the bounds or contradict their current thinking.

Chris gave an example of this form of meaning making when he explained why he decided to return to graduate school.

> *I've gone completely insane and signed up for a non-terminal doctoral program. I've been working with social workers and I know as much about kids as they do. Even though you know things, you don't get credit until you have those little letters at the end of your name. It will be interesting to see what kind of stuff I take from Freud or Erickson or Piaget and apply it.*

I sensed in Chris' explanation that he was not planning on exploring new ways of conceptualizing his work but rather hoping to find theories and theorists who confirmed what he believed and did. He believed he would gain credibility for what he already knows from the graduate program rather than gain new knowledge and understanding. Time will tell if these constructs will be altered by his experience in graduate school.

Jacob, Christine and Chris each shared their stories of their educational journey and of themselves. Each story was as unique as the individual themselves; however, what their stories did have in common was the significant role they each attributed to Diane in guiding them to better understand themselves and their success at Curry. As I read through the transcripts and listened to the interviews and observations, I was able to hear and see how Diane was able to use her role as a mentor to nurture growth and success with these three students. I also heard and saw the incredible wealth of expertise she brought to the relationships and the inner struggles that surfaced in these complex interactions.

Chapter V

Diane's Magic

> ***Most magicians are simply people who have refined more than the rest of us the art of understanding how the world works. They know the fault lines, the clefts, the barely visible seams in what we call "real". In working their magic they simply scramble the line between imagination and reality, for they know that the greatest illusion is to believe we have no illusions***
>
> ***(Daloz, 1986, p.19)***

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Introduction

Laurent Daloz (1999) traced the historical and psychological roots of mentoring in his book, *Effective teaching and mentoring; realizing the transformational power of adult learning experiences.* The data from my interviews and observations of Diane and her students drew me to his description of a mentor as a magician. Daloz believes mentors exist because people who are struggling have a psychic need for them. He suggested that the bearded Merlin, the elfinYoda of *Star Wars*, the Skin Horse in *The Velveteen Rabbit,* and the little old lady in *Barbar* are examples of characters that represent peoples' desire to have mentors appear when they are needed most. Daloz explained that these mythological mentors help the protagonist see that (s) he can make it through the lurking dangers and fears to the destination (s)he is seeking. Daloz (1999) contends that, "Mentors give us the magic that allows us to enter the darkness: a talisman to protect us from evil spells, a gem of wise advice, a map, and sometimes simply courage" (p.17). Those qualities resonated in the data I gathered listening to and watching Diane and her students.

When I began my research, I was focused on wanting to better understand how a mentor facilitates metacognitive growth for college students with LD. As I began framing the data for the case study, I realized that the language I was using, like the language in the literature, was too sterile, too focused on cognition alone to describe what I was learning from Diane and her students. Neither Diane nor her students solely concentrated on cognitive aspects when they spoke about the essence of their work together. Diane best described it when she said:

> *I think the personal connection I have with my students is the most important thing in the academic work I'm doing, because it is a whole person. It's not a brain sitting here on the table. Learning, all those strengths are together – the psychosocial and the cognitive are together. I don't even think you can separate them. I would say absolutely with no reservations that every student I have seen fail here in 18 years, has never, not once been because of an academic issue. Also they can hit the middle ground if we just deal with academics - but if you really want them to shine, it doesn't happen without some kind of personal connection to them that makes them feel that they are special and they have special gifts.*

Jacob, Matt, and Christine spoke of her in tones of reverence and awe as they described what Diane had been able to do for them.

> *Christine: Well, I know nothing is going to be impossible while I am with her because she knows everything. When I look at something, if I didn't have her to help me with it, I don't know what I would do. I wouldn't have stayed here. But where I can bring it to her and she can make it doable then I know there's no assignment that I get now that I know is impossible.*
>
> *Christopher: One of the things that I emulate in my work with kids is that dedication that makes you feel you can do things and succeed and not give up on me but also not letting me give up on myself.*
>
> *Jacob: Diane made me realize I can actually do this, and even though I felt like I couldn't do it in high school now I know I can do it..*

Christine, Christopher, and Jacob each said that Diane was able to do what no one had done before, help them succeed. Magic! How does the magician pull the rabbit out of the hat? How does she levitate the man ten feet off the table? How can she make someone disappear in a box only to return upon her command? Or better put how was Diane able make Christine know that any assignment is "doable"; how was she able to

help Christopher not give up on himself; and, how was she able to help Jacob know he could "do it" when others had tried to help him and failed.

Sitting in the front seat of the theatre, the audience sees the magician effortlessly wave the wand or use the magic cloak and think it is what makes the magic. If the magician invites you back stage to watch, you see more clearly what is happening. The magician uses the wand and the magic cloak to capture and focus your attention while she orchestrates the real magic. From your new vantage point you see that the true magic lies in her ability to perform very complicated techniques using the natural to create what appears to be the supernatural. Most magicians will neither allow you to watch from behind the scenes nor explain their magic; but some must, because as talented and intuitive as they are, their expertise is born from the study of the art and science of their magic, as well as their years of observing their mentors and practicing, practicing, practicing. Diane and her students allowed me to observe and talk about her magical ability to nurture and support their personal growth and academic success, and the experience helped me to better understand how she is able to make it happen.

The metaphor of studying the magician's art held much meaning for me. I found I could best describe how she nurtured her students' development by first analyzing the data from "the front row of the audience." I coded and categorized the data and found the individual elements of her magic. From this vantage point, I was learned how Diane was able to connect, support and confront her students within a "safe environment". As I explored these categories, I found how each of the students' learning profile, and developmental and metacognitive stance influenced how she approached their sessions together. Though I learned valuable aspects about Diane's teaching, this level of analysis

seemed to not provide the level of complexity characterized Diane's expertise. It was much like reading about the techniques of magic and then sitting with the audience to watch a performance. You might feel that you understand what is happening more than those around you, but you also realize that there is much more going on behind the scenes that you do not yet comprehend.

I then did a second level of analysis that used my "back stage" vantage point to analyze the techniques Diane orchestrated. This analysis explored how Diane was able to integrate the cognitive, emotional, and psychological considerations within her mentoring sessions with her students. It was there that I found that her true magic lived.

Lastly, I explored the sources of Diane's expertise and art. Though she believed that her expertise was solely in her ability to respond to the needs her students brought forward, I found that she drew from many disciplines and field of study to do so. Once again, it was her ability to integrate concepts, theories, and practices from disparate fields of study to inform her work with each student that served as the foundation of her art.

At each level of analysis, the data I gathered from Diane also resonated with Daloz's final caveat, "(Magicians) know that the greatest illusion is to believe we have no illusions at all." As Diane described her art and expertise, she also revealed her questions, her concerns, her "illusions".

From the Front Row

Diane's description of her work as a mentor used the imagery of a journey. This imagery is consistent with the mythical origins of a mentor in *The Odyssey* (Homer, 1967). In this tale, the character Mentor used supernatural powers to guide Odysseus' son Telemakhos in his quest to find his father. In mythology, the mentor and guide always

seemed to know exactly what must be done each step of the way. Diane's description of the journey is different. It conveys a sense of wonderment about the art of mentoring itself - a sense that there is much more searching for the best next step in the journey than knowing where to go.

> *I am walking my way through this zone. I don't know where I am going or where to go next, but my feet land on solid ground each step of the way. Sometimes I might have to wander off and come back, but I am guided by this whole accumulation of experience and theoretical knowledge as well.*

My observations of her work led me to believe that Diane's metaphor aptly reflected her work with them. I came to understand that she did not have a predetermined destiny for her students because she allowed each student's unfolding experience and development to set the course of their journey together. The transcripts from the interviews and observations provided me with a first layer of analysis. The themes I discovered were much like the magician's wand, magical cloak, and hat. They are the essential elements the magician uses to perform his/her stock and trade. So too, the data suggested to me that Diane provided basic elements along the path of her journey with her students. These themes are consistent with the literature on mentoring; yet as I probed each of them, I found nuances that spoke specifically to the needs of college students with LD.

The Foundation: A Safe Haven

Throughout our interviews Diane reiterated time and again how important it is that she builds a relationship with her students that has a whole person orientation. As such,

her mentoring relationships do not draw strict boundaries between academic and personal matters when she is working with a student. Diane's approach with students is also humanistic in nature. That is, it is student centered and respects the uniqueness of every individual. This characterization of a mentoring relationship is consistent with the mentoring literature (Schneider, Klemp, Kasterdeik, 1981; Zucker, 1982; Daloz, 1986, 1999; Belenky, 1986; Main, 1990). The literature also asserts that a mentoring relationship is particularly important for young adults who are developing a stronger voice of their own. Yet, as I spoke with Diane and her students, it seemed that there was a piece of the relationship that was more pronounced than those described in the literature - the students' need of safety and acceptance.

Earlier in the case study I portrayed Diane's room as a safe haven. Her room is tucked away from the hubbub of the rest of the Learning Center. The words, "There is no failure only experience" on a poster, the round table and comfortable chairs, and magazines portraying successful dyslexics seemed to convey acceptance and warmth. According to Diane, she would not be able to begin to work with her students in any depth if they did not feel safe, welcomed, and accepted because of the wounds from their educational pasts.

Diane further explained that students with LD often have particularly negative messages about themselves because of the difficulties they experienced in the classroom over the years.

> *For our kids, once you really get to know them, they really talk about their life and how they felt for most of their years of schooling. They will talk about the pains that they felt about being the kid that couldn't read or the kid that*

> *couldn't write or the kid that couldn't-whatever it is. They have been truly wounded.*

Jacob and Christine both spoke about the wounds they suffered in school. Christine described her initial wound as total frustration when everyone in her junior high class seemed to be able to understand what the teacher was saying but her. That wound led her to believe she was stupid and caused her parents to think she was lazy and rebellious. She talked about how these feeling caused her to "shut down" during high school. For Christine, it was safer for her to not try to do her work than to try and be hurt by the responses she received from others when she was not able to do it. Data analysis further in the case study will show how this tendency still impacts her learning today.

Earlier I discussed how Jacob referred to his previous educational experiences as "torture"; the most excruciating part was being placed in a resource room with "Down's Syndrome" children. He went on to state that his experience "really hurt his self esteem".

To the extent that I could glean from this study, both Christine and Jacob were able to name the wounds they experienced during their educational past and talk about them. For Christopher it was different. Christopher never described any emotional hurt from his educational past. He did describe being placed in a resource room with children who had "severe" learning disabilities and compared himself as "higher functioning." Though he did not express any negative feelings associated with his early educational experiences or negative feelings about being labeled "learning disabled," he did give a hint that these feelings existed when he explained how important it was to feel good about the person he was working with in college. "If you're not comfortable with the person, if they don't strike you as somebody who wants to help you and cares about you, then you're not going

to talk about stuff that isn't exactly comfortable to talk about, especially when you really don't understand what's going on with yourself."

As a researcher who has worked with college students with LD, I was not surprised by Diane's focus on the emotional pain these students brought to their college experience. Many of my students told me stories about the insults to their self esteem that they had suffered. Eric, the student I mentored, reflected upon his feelings when we first met.

> *One of the greater difficulties that I faced was allowing myself to be open to the learning experience. This openness had been shut down in me since about the age of ten or twelve via countless statements about what I couldn't do, and how lazy or stupid I was. Over the years, I would periodically fail, and receive yet another insult to my already diminished ego. Never before was a tutor able to help me succeed, so I wasn't quite ready to trust that Sue could help me. (Peltz and Pennini, 1995)*

Diane acknowledged how important it was for her to recognize the impact of their educational traumas. "There is a child inside that was wounded, that was hurt by their educational experiences. You can see that child in them and you have to be careful with them. With all of them, that is a big part. You have to be very careful."

Diane's description of her mentoring sessions demonstrated that she is "careful" with her students through creating a safe haven for them. She provides this environment by always attempting to convey an unconditional positive regard; a belief that every person has the ability to actualize him or herself, and that she cares that s/he does. Diane's capacity to care deeply was one of the first attributes her three students alluded to when I asked them to describe her qualities as a mentor.

> Jacob: *I love her enthusiasm. She always has the drive to work hard and help her students out to do well. She truly wants them to do well.*
> Christopher: *One of her qualities that I have emulated in my work with kids is that dedication to believe that I could do things and succeed, and not giving up on me, and not letting me give up on myself.*
> Christine: *One thing about Diane is that she never, ever wants you to fail at something. I think she cares about my succeeding here like my parents would. It's important to her.*

It seems to me that each of the student's statements underscores the quality of caring that Diane conveys that is so important to them. The phrases "*always* has the drive"; "*not letting* me give up on myself"; "*never, ever* wants you to fail" hold meaning for me. It seems to me that there has been a sense of abandonment in the past-- a sense that circumstances arose when those who cared for them stopped believing they were capable and gave up on them. I believe that this quality was part of the magic that set the context for Diane to be able to help them succeed where others had not. If she had been able to encourage her students to accept that she believed they could succeed, and that she couldn't imagine circumstances that would lead her give up on them, then she could maintain their focus to address their academic.

Second, Diane said that she tries to set an atmosphere where students can talk about what they are thinking and not feel judged. To understand this more fully, she gave a poem to me that a student wrote.

> *When I ask you to listen to me,*
> *And you start giving me advice,*
> *You have not done what I asked. When I ask that you listen to me,*
> *And you begin to tell me why I shouldn't feel that way,*
> *You are trampling on my feelings. When I ask you to*

> *listen to me, and you have something to solve my*
> *problems,*
> *You have failed me, strange as that may seem.*
> *Listen: All that I ask is that you listen,*
> *Not talk or do-just hear me.*
> *When you do something for me*
> *That I need to do for myself,*
> *You contribute to my fear and*
> *Feelings of inadequacy.*
> *But when you accept as a simple fact*
> *That I do feel what I feel, no matter how irrational,*
> *Then I can quit trying to convince you*
> *And go about the business*
> *Of understanding what's behind my feelings.*
> *So, please listen and just hear me.* (author unknown)

When I read the poem, my mind immediately associated the response the student was seeking to that of a counselor. Listen; don't react; don't fix. I also reflected on how I responded to students when they came wanting to vent their feelings. I believe I always tried to respond positively, but I also believe I usually tried to help students think through their feelings and problems - possibly too quickly. It seems to me that counselors are more comfortable just listening; teachers may feel they need to guide too quickly. In her role as mentor, Diane seemed to know when to assume the stance of a counselor.

Christopher provided an example of how Diane provided feedback to him during critical times without being judgmental.

> *There were absolutely moments when I was in school where I felt, "I can't do this, college is not for me. I'm going back and pound nails and make my grandfather happy." I would tell Diane how I felt and she was never preachy, you know, "Don't waste your life", kind of thing. She said, "That it is perfectly fine if that's what you want to do. That's great, but do you really want to do it or do you want to stick around".*

It seems that Diane's commitment to listening and not judging was another aspect of the relationship that allowed her students to maintain their focus on her work with them. I believe they were not afraid to bring their thoughts and concerns to her for fear that she would dismiss them or respond negatively. It is important to note in Christopher's example that Diane did provide feedback, yet she did so without criticizing his thoughts or feelings, nor negating what he wanted to do. This allowed him to not defend himself, but rather consider the feedback. Christopher attributed these types of exchanges as critical to his remaining in school and continuing to try even when it was difficult.

One struggle Diane has while attempting to maintain the integrity of a "safe" context for her students lies within the interactions she has with parents. She explained to me that concerned parents often contact her to find out how their son/daughter is doing or to share a concern that they want her to know. In these exchanges, they will ask specific questions about the student's progress. Sometimes they will also ask that she not tell the student that they have contacted her. These interactions surface two issues. The first is honesty. Diane said that she explains to the parents:

> *Your child is the person I have to have the relationship with and I have to be honest with him or her. He has to know he can trust me and they seem to get that, but they still want more. In the past, I wasn't as clear in my mind about why I need to set-up these kinds of limits. I was more intimidated by the parents. I had this one student whose parents were always calling me and telling me not to tell and I didn't. I still feel guilty to this day.*

Diane seemed very comfortable with the boundaries she has set for informing her students about talking with their parents. She seemed to have some conflict navigating the second issue, confidentiality. She explained, "I say to them, I will never tell their parents

anything that they tell me they do not want me to tell them, otherwise, they won't share things with me." Though Diane believed strongly that she needed to maintain the confidentiality of what her students tell her, she sometimes struggled with the situations that can arise.

> *A mother will call me saying, "I don't understand why he's not getting his work done," and the student has shared with me that he is smoking marijuana every day, and that 's why he's not getting his work done; then I feel like I'm lying to her by omission.*
>
> *Usually, the parents call because they are worried sick about their kids and I have to feel for them. Its easy for me to have some distance in terms of objectively looking at this behavior and what the results of the behavior are, but if he was truly my baby, that would be a different story.*

Diane cognitively understood the boundaries she needed to set to create a safe haven for her students to share, interact, and tackle difficult problems; however, her empathy does not only extended to her students, but to their parents as well. Here lay her struggle.

Within this safe context, Diane used a relationship of unconditional acceptance that went beyond the boundaries of academics to set the stage for her journey with her students; however, the journey couldn't really begin until she can find a way to connect with them to be allowed to walk beside them along the way.

The First Step: Connecting

> *If they don't trust me, I really can't do the job that I'm here to do. I cannot be a mentor. That takes a while, so when they come in, I'm their PAL teacher. (Diane)*

When I probed to discover what she meant by this statement, Diane said that often, when she first begins working with a student in PAL, the sessions focus predominantly on academic work - finding out what they need to do for their classes, and helping them find strategies to improve their academic skills and accomplish their goals in their courses. In this role, she sees herself as a teacher, not their mentor. Though many teachers would argue that all teaching involves personal connectedness, Diane strongly believes she is not able to nurture her student's personal growth and academic success if she is not able to make a deep personal connection that goes beyond the type of relationship most teachers have with their students.

> *I try to spend time on personal things of interest with all of them. I think there is a certain personal chemistry that you can have with some students and not with others.* Smiling she adds: *Fortunately I actually like students a lot. It just happens in a spontaneous way without thinking about it. It may be talking about a job or their boyfriend, or poetry or sports.*

Through conversations about their lives outside of class, Diane conveys to her students that their personal stories are important to her and that she truly cares about them as individuals. As students begin to trust her with their personal stories including difficult situations and feelings of vulnerability, she believes she is developing the "connectedness" that sets the context for their work together. However, Diane also recognizes that this "connectedness" develops differently for different students.

> *I would say it varies with different ones. There are some that I deliberately have to keep a distance from a bit more. I know they are needy, but they have their defenses up. Sometimes, I learn that the hard way. I don't realize it at first, and then I spend a lot of time trying to put the breaks on and backing up.*

From these statements, it appeared that Diane recognized that the timing and context for developing a personal relationship with her students is different for each one. As I analyzed the data from the interviews, it seemed that Diane attempted to provide what Kegan refers to as a "culture of embeddedness" to nurture a connection with her students. Kegan asserted that relationships that nurture growth must begin by providing a relationship that acknowledges and confirms the psychological characteristics of that person's "evolutionary truce" (Kegan, 1982).

Both Diane and her students spoke to the way that she was able to "connect" with them personally. In each of these three cases, the timing and context demonstrated a sensitivity to the issues reflected in Kegan's notion of culture of embeddedness. Interestingly, Diane, Christine, Jacob, and Christopher spoke similarly of the exact situations that led to their initial bond.

For Diane and Christine, the connection seemed immediate. Diane explained:

> *I tested Christine. When we went over the testing, her Mom and Dad both came which is a bit different for someone her age. Anyway, as I explained the testing results to her she was very open. She connected easily.*

Christine recalls the same meeting:

> *We hit it off right away. I remember we met with my mother, my father, and Diane, and she kind of explained the testing in a positive way, what was going on. Where everybody else was like, "She has a learning disability", she put in a positive way and said, "You're in luck because this school is going to help you and you can do it."*

Earlier I discussed how Christine's responses describing her entrance to college seemed to me to be characteristic of a received knower in *Women's Ways of Knowing* (1984). Individuals create meaning, including the definition of themselves, through the direction of others during this period of development. Christine had given several examples of how she relied predominantly on her father to provide her sense of identity and direction. In this first meeting, Diane provided a bridge from her father to herself as someone who could tell her more about herself and what needed to be done to be successful in college. For now, Christine did not understand anything more about herself; she only knew that there was an expert who believed she could be successful and who said she would show her how. That was the beginning of their journey together; that was their first step.

Christopher and Diane's first step was quite different. Christopher had worked with a different PAL instructor his first year at Curry. That mentor left the college and Christopher was assigned to Diane. Christopher explained,

> *I first got to know Diane in the mentoring program that she and Francis ran out of Project Share. But then I was assigned to Diane as a PAL instructor my sophomore year. I am not sure if it was because I already knew her.*

Diane recalled:

> *At first we connected a lot on the mentoring because he was still doing that and he loved to come in and talk to me about it. He would talk about what he was doing with the kids and what they needed. And he knew I was very impressed with him and his mentoring, but it was hard for him to show me his weaker side.*

Using the mentoring program was a natural context for connection with Christopher. His stories about himself and the way he created meaning during his first

years at Curry seemed to me to be indicative of a person in Kegan's interpersonal stance. In this stance an individual "seeks interpersonal partners who permit the relationship to be relativized or placed in a bigger context of ideology and psychological self –definition." (Kegan, 1982, p. 165). As I considered how Diane was attempting to build a relationship with Christopher, I found that she used the mentoring program as Kegan's "bigger context of ideology and self definition". Though Diane knew that Christopher needed to begin focusing on himself as a learner and develop stronger academic skills, she patiently waited and allowed these conversations about the mentoring program to be the way they connected.

Diane had difficulty being specific about when she felt she was able to personally connect with Jacob.

> *In the beginning I gave him a little more distance than most of my freshmen. I was not as familiar with him, not as off the cuff; more polite myself with him. I really wasn't sure, even, that we were making any connection. He came back very different this semester. This semester he came back really connected to me and more of a personal way of relating. I think he saw that he did very well and wanted to come back. He is more comfortable with himself.*

Jacob provided some insight when I asked him if there was a particular session that was a defining point for his relationship with Diane. He responded:

> *One of the first things we did at the beginning of the year was to go over the results of my testing. I never really realized what all the numbers meant. And going over that was kind of like "Wow, that's cool." It made me realize that I can actually do this and even though I felt like I couldn't do it in high school, it was like now I know I can. It was a big motivator.*

Earlier Jacob described how he was unsure he would be able to do the work in college, because he had felt incapable of doing so throughout his schooling years. He explained that the results of his educational testing were used as a basis for him to be "labeled" and put into a resource room with students with Down's Syndrome. Diane used the results of the psycho-educational evaluation to show him what his intellectual strengths are and how they show that he has the intellectual capacity to do well in college.

Once again, it seemed that Diane met Jacob at just the right place to connect with him. Previously I described Jacob as creating meaning from what Kegan called the institutional balance. Kegan stated that supportive relationships for someone at this truce acknowledges and cultures capacity for independence, self authorship as well as personal enhancement. What someone in this balance does not want is a personal relationship in which feelings are shared.. Diane's hesitancy to immediately have a more informal relationship with Jacob allowed him the space to receive what she did want to offer him, a better understanding of himself so that he could succeed.

The Second Step: Supporting

Diane's support of her students seemed to me to be the embodiment of how the research described the ideal role of academic mentors. It emphasized the need for mentors to help students become more self aware, to integrate skill development within an assigned task rather than through specific skill instruction, and to guide students in addressing personal as well as academic issues (Candy, 1990, Main 1990, Daolz, 1986, 1999). Both Diane and her students spoke to the importance of these aspects of support.

When I asked Diane about the way she addressed academic skill development, she explained to me that she does not use "learning strategy" books or focus on one skill that she has predetermined should be addressed. Rather she allows students' course work and their needs to set the agenda. She immediately re-emphasized that the agenda, though, may be academic or personal.

I asked the students to describe the work they do in a typical session with Diane. Each of their responses described how Diane helped them with their courses; helped them develop overall skills; and helped them with personal issues.

> *Jacob: Diane helps me with lots of things. She helps me with writing. I have difficulty organizing my thoughts and I tend to go off on different tangents. So she helps me organize the information and put a piece of information on separate pieces of paper, and we decide what order the information is going to go in. Then I read it to her after I write it, and she helps me to get one paragraph to lead into the next. She also goes through the work that I need to do for the week and helps me prioritize what needs to be done. That keeps me from getting overwhelmed and procrastinating. She also gives me pointers on stuff that doesn't have to do with school. She helped me find some job opportunities for the summer.*
>
> *Christine: I think I get very overwhelmed, and just the words are kind of stuck inside me. I don't know how to really go about organizing something to start it. Which is one of the best things Diane has done, she helps me to start it and just puts it in a way that I can do it. I mean, she helps me along the way but you know, I'm the one that does the work. She just shows me how to apply certain things. It's not all academic. We will start off and talk about personal things for like the first twenty minutes and then she'll shut me up because I could talk for five hours. Then she would stop and we would get into the work. It's not just like talking to someone who is strictly helping you with your academics. She's just a cool person. She's just like a friend.*

> *Christopher: I'd come in and she'd know what classes I had. At the beginning of the session she would go over each class asking how are you doing that kind of stuff. Then you know if we needed to work on a particular project or something we could do some work around that. I think the other part that was helpful was that usually the end of my little session would be some time to just sort of sit around and sort of chat a little bit about how other things were going and stuff and that was kind of nice for me.*

It is clear to me from the students' descriptions of their sessions that Diane is able to use her time with her students to address skill development embedded within a larger context of their courses and to address personal issues as they arise. It is interesting to note that her support around personal issues was not only talk. Jacob and Chris both gave specific examples of how Diane acted on behalf of her students. She helped Jacob find a summer job that she thought used his strengths; she connected Christopher to an internship where he could explore working with challenged children; she helped Christine work through some difficult relations issues. Her assistance outside of the classroom was consistent with her guidance in the classroom. She helped her students achieve their goals in a manner that best reflected who they are.

Once again, Diane also offered other insights into what she must do to support her students that moves beyond what is described in the literature. The first insight Diane provided was how important it was that she remain consistent with her students. She explained:

> *I think they need to know what to expect of me; that there's some consistency. They need to know that I am not going to yell at them. I tell them from the beginning "I was the queen of procrastination when I was younger, so it ok if you come in and say, 'Diane, I haven't done any work on any of*

> *my subjects,' That's ok; I'm not going to get mad. You have to come in and tell me; you have to be honest otherwise I can't help you. If you haven't been going to class, and you come in and tell me, I'm not going to be mad. I'll get mad if you lie to me."*

Diane believes she is able to provide more support if she consistently accepts the situations students bring forward to her rather than criticize them. It helps her to have a better opportunity to find out what is causing the problem. To illustrate, she gave an example of those students who will not bring writing assignments to her for help that have been assigned in their courses.

> *For some, they truly don't know how to write a good paper. They can write a good paper, but they don't know how, or they don't know how to get started. For others, it may be shame.*
>
> *I did my sabbatical research about how their memories of school have made many of them feel ashamed. It's not something that they walk in and say immediately, but gradually it does come out; so, for some, if they won't bring their paper to me when they first are working with me, it might be shame. They are afraid I won't think they are smart any more.*

Diane's explanation revealed another level of insight into the need for understanding the whole-person when mentoring college students with learning disabilities. The emotional and the cognitive are so intertwined that a mentor needs to understand the complexities of the interrelatedness to address any goals with the student. Diane, herself, explained it best when she said:

> *It's not a brain sitting here on the table. All those strengths and weaknesses are together – the psychosocial*

> *and the cognitive are present and active when they are trying to write a paper. It is the same brain that has strengths and weaknesses when it comes to writing the paper that is also filled with other kinds of information and messages about themselves. I don't really think there is a separation. We are who we are. And the same brain who is here studying is the same brain that is filled with all of those negative messages.*

As I analyzed the data from Diane's interviews, I found that she reflected on herself as a mentor in the same holistic manner as she reflected on her students. During the interview, I asked Diane what type of student, if any, was the most difficult for her to mentor. Interestingly, the answer she provided referenced her own qualities and emotions as well as the characteristics of particular types of students as the source of problems for the relationship.

> *This year I would have to say it is the clinically depressed kids. I think my own boundaries are too permeable and too much of that gets in. I'm not a depressed person myself and I tend to be pretty optimistic, but when I go home after working with two or three of them in a day, it drains me. Most of them are very bright kids and it's just so sad to watch the self destruction.*
>
> *The passive aggressive ones come a close second (laughs); those are the ones I dislike. The depressed kids I don't dislike, but they take so much energy from me. The passive aggressive kids I truly dislike them and it's hard for me to not show that. I try to give them the same kind of nurturing that I give others, but they're not fun to be with. I get angry and I spend time with them controlling my anger. Sometimes I wonder if I should just show them my anger. Sometime I do when they push me too far, but most of the time I'm trying to swallow my anger and that's not a good feeling either.*

When I considered Diane's revelations to me about the types of students with whom she struggles, I was struck by both the depth and honesty of her reflections. Diane acknowledged the kind of complex set of unconscious processes that are involved in the mentoring relationship. Her analysis of the dynamics that exist between herself and her students who are depressed or "passive aggressive" are examples of the kind of awareness Adellizi (1995) highlighted in her article, "The Unconscious Processes in the Teacher-Student relationship with the Models of Education and Therapy".

> Like all relationship, that of student-teacher is vulnerable to imperfection, disintegration and anger, and open as well to the healing nature of success, growth, and joy. Both parties are affected by the relationship; the caregiver is not necessarily exempt from emotional responses which tend to arise in a teaching/learning situation. Despite a teacher's efforts to remain objective and organized in her efforts, the ever present interpersonal relationship accommodates a constant flow of feelings and biases which affect her position within the teaching/learning situation (p.40).

I believe Diane's openness to think about herself and her own strengths and vulnerabilities is key to her ability to connect with her students. Her answers also gave me greater confidence in the reliability of her self reports. When I reread the data, the phrase, "I *dislike* passive aggressive students." jumped off the page at me. I would never expect to hear Diane say she "disliked" any student. It seemed so counter to her nature and philosophy; however, the more I considered it, the more I appreciated the integrity of the statement. Diane was willing to be real about who she is as a mentor, not who she wanted to be or who she wanted me to think she is. She, like all of us who work with students, must consider, name, and work with our own feelings as we negotiate the relational dynamics that are involved in supporting students.

The Next Step: Confronting

Diane is firmly committed to supporting her students and providing them affirmation and acceptance. Within that framework, however, she recognized that there are times when she must confront students to better assist them. As she began to talk to me about those moments, she laughingly said, "Sometimes it is important to give them a little shake." She then went on more seriously and explained,

> *They truly don't see they're walking toward the cliff. I keep saying, "there's a cliff over there; watch out for the cliff!" But they keep walking. Until they actually come to that cliff one time, they don't believe there's a cliff.*

Diane used the metaphor of falling off a cliff to convey that sometimes she feels she must confront a student when the student is engaged in self destructive behavior, and allow her/him to suffer the consequences of that behavior rather than helping him to negotiate around it.

To illustrate, she gave an example of a student with whom she had been working for several semesters who came to solicit her help the day a paper was due.

> *He came to the door and said, "I'm really upset about Professor O'Leary. He's going to mark down my paper because I didn't have it in today." He hated getting a lower grade. He went on to say, "He didn't remind us about that paper; he didn't tell us to do that paper; he just told us about the paper a week ago". I reminded him that it had been on the syllabus since the beginning only to have him interrupt me and once again angrily respond that the professor didn't remind him.*
>
> *I got very upset with him and said, "Get out of here; leave right now. It was in your syllabus; it was in your time*

> *management book. Don't come in here and try to blame Doc. O'Leary. Go write your paper!" He responded that he needed my help and I let him know that he left it to the last minute and that I was not going to save him. He's a senior applying to grad school. He needed to recognize that he can't continue to do that.*

The student left and completed his paper. Diane went on to explain that her response was a conscious decision, not a reaction. She had worked with this student for four years. Together they had built a relationship that was supportive and developed strategies and skills that helped him be successful in his classes. He was now applying to graduate school and she knew that he needed to break the habit of waiting to the last minute and then having her rescue him. He did leave and complete the paper. Their relationship remained intact and she continued to support him until he graduated.

On that day, though, when the senior came to Diane's room for last minute help with his paper, Christine was there working with Diane. She was a sophomore at the time, and Diane said the exchange made her "eyes pop out of her head." At that time in her college career, her experience with Diane had been very different than the one she witnessed. In our interview Christine spoke passionately of how committed Diane was to her students. She said she learned this most poignantly during her freshman year when her writing workshop teacher assigned a big paper about the national election. She kept avoiding doing the paper and left it until the day before it was due and came to Diane's office completely overwhelmed and "freaking out", saying she was going to quit school.

Diane put Christine in an adjacent room and walked her through the paper. Christine explained:

> *I think she stayed with me until 9:00 o'clock that night so I could get it done. It gave me confidence that I could get it done, and that I was going to be able to hand it in on time.*

Christine said that when she witnessed the exchange between Diane and the senior who wanted help with his paper, she was shocked. Diane used this to begin to stretch her understanding. She turned to Christine, saw her reaction and said, "Don't worry, you're not ready for me to be hard on you like that." Christine sighed in relief.

When Diane explained to me how important it was for Christine to know that she would be there to help her through a crisis, she hesitantly used the term "rescue."

> (It is important to Christine) *that when she is having a crisis that I have- I don't want to use the word rescue-the willingness to rescue her when she's drowning.*

Diane's hesitation and disclaimer for the word "rescue" indicated to me that she was struggling with the notion of "rescuing." As I began to unpack the meaning behind the word, the data from the interviews with her led me to believe that it represents an inner struggle. In the previous section I presented the data that I believe demonstrated that Diane has conceptualized circumstances when she must support and when she must confront. The two previous examples clearly fall into one category or the other. She even provided me with the guidelines she uses.

> *You watch them and see where they are in their academic development as well as how much resiliency they have; how good they are feeling about themselves and their learning. That can vary from moment to moment. You also need to consider where they are in their skills.*

The data pushes me to assert that Diane has set up a construct she uses to evaluate situations to decide when she should step in and "rescue" and when she should not. Yet her other responses also suggested to me that there is another factor that she has learned she must watch out for when responding to a student's need.

> *I know what my faults are. I know some of them anyway. Some of them, I probably still have a blind eye to, but one is the rescuing thing. I have to watch taking on responsibility for things that aren't my responsibility. Like somebody leaves and I'll go to the internet and look up an article for them. I might want to do this because I want so much to help them.*

As I further analyzed the data from Diane's interviews, it led me to believe that her struggle with "rescuing" is because "she wants to help them so much." The tension lies in Diane trying to discern whether it is the student who needs and wants to be rescued, Diane who wants and needs to help.

> *There's some that you may have things that you want to do and that you wish for them, but you can't do it for them. They have to choose it. I've realized just in the last few years that there are some I have to let fail, and that's very hard. I spent too long trying to rescue them and make it happen for them and finally realized I can't do that.*

When Diane spoke of her struggle surrounding rescuing, the pain was evident in the furrowed brow of her forehead and uncharacteristic frown on her lips. I believe the struggle is profound because it causes dissonance in the very core of her philosophical foundations. As Christine said, "she never, ever, wants anyone to fail". However, in certain situations, she knows that she is failing some of her students by not allowing them

to fail if they move on and graduate and haven't learned that there will not always be someone there to stop them from falling off the cliff.

Toward the end of our last interview, I asked Diane if she gained any new insights from our interviews. She told me that my questions probing how and when she chooses to confront her students led her to consider a bias she had not considered previously: gender.

> *Now that I think about it, the two cases I had last semester where I was trying to draw the line, I did with the female but didn't with the male.*
>
> *I think I am easier on my males. They have more of a protective facade on them that I'm careful not to dismantle because I think they need it more.*

Diane paused, tilted her head and added:

> *I think it is easier to mentor someone of your own gender, for me anyway. I understand more of what their issues are and I feel more comfortable in the role of guide. With the males, I don't have as much intuitive understanding of it. I feel a lot of affection for the guys, but it's different. I'd even use a different word than affection. The word "connection" would fit better for the females. That's interesting, I've never thought about it before.*

As I unpacked Diane's self revelation, it shed light on a dynamic not considered in the literature related to the impact of gender on mentoring. In Catherine Hansman's (2002) summary of the research regarding power in mentoring relations, she concluded, "both women and men seem to prefer and be more comfortable with both mentoring and being mentored by someone of the same sex (p.46). Diane's description suggested that she is comfortable supporting male students, but has more difficulty confronting when necessary because she is not as sure about the depth of the "connection" she has with them. This revelation is not only telling about the dynamics of cross-gender mentoring, but also about

the level of connection that Diane feels is necessary to provide all of the aspects needed to mentor an individual.

The three stepping stones of connecting, supporting, and confronting that Diane described resonate with Kegan's (1982), Daloz's (1986), and Belenky, et al's (1986) description of a relationship that provides a culture for growth. Each described the need to establish a relationship by meeting the student where they are, affirming and accepting them, and eventually challenging them to consider a new definition of themselves. As I considered the data of how Diane was able to provide the connection, support, and challenge for these three college students with LD, I began to conceptualize what was missing in these developmental models and description of supportive cultures: the metacognitive aspects. Just as I had become uncomfortable with the sterile language of metacognitive development to describe Diane's magic, I now was uncomfortable considering only the psychological language and concepts of Kegan and Belenky's description of meaning making and cultures for growth. Daloz's words about the magician came back to me once again, "They know the fault lines, the clefts, the barely visible seams in what we call 'real'. In working their magic, they simply scramble the line between imagination and reality" (Daloz, 1986, p.19). It was time to step back stage to understand more precisely how Diane used the fault lines, clefts, and barely visible seams to accomplish her magic. How does she blend the emotional, cognitive, and metacognitive to nurture her students?

From the Side Wing

I began my research wanting to focus most directly on how a mentor "facilitates metacognitive development for college students with LD." As a practitioner in the field, I

thought that there had been too little attention given to the science and art of how someone in this role helps a student with LD recognize, articulate, and use an understanding of his/her complex array of cognitive strengths and weaknesses to approach academic and non-academic tasks.

I was excited when I found Schraeder's model of metacognitive development (1988), because I believed it reflected a more sophisticated, detailed description of metacognitive growth than past models (Pressley, 1986; Brown, 1987; Braten, 1990), and it resonated with what I had observed with students. Schraeder's model described how students begin by recognizing and articulating how they approach certain tasks to developing a broader and more detailed conceptualization of an organized system. Schraeder's model seemed to me to more clearly demonstrate how someone builds an understanding that allows her/him to analyze a task and evaluate how s(he) should approach considering his/her own unique set of cognitive strengths and weaknesses. It also helped me to see more explicitly what my next steps might be to nurture this development. However, Schraeder did not consider students with LD in her work, and I wanted to study specific considerations that must be thought about when working with these students. I further understood that the student's overall developmental and emotional issues needed to be considered, but initially I thought of these as dynamics that should be thought of as a context for metacognitive development.

The data from the interviews with and observations of Diane and her students pushed me to consider a different paradigm for thinking about mentoring college students with LD. As I analyzed the data from my "side wing" vantage point, I gradually shifted my thinking. Rather than equating metacognitive development with coming to understand

oneself as a learner, as Flavell and others had suggested, I realized that understanding oneself as a learner is significantly more than these metacognitive theorists suggest. Through Diane and her students, I recognized that coming to understand oneself as a learner explicitly integrates the metacognitive, developmental, and emotional dynamics. None of these constructs alone suffice; nor can they be considered separately when a mentor works with a student. They must be integrated. Diane's magic lives in her ability to scramble the lines between the artificial clefts and seams theorists have created between these aspects of an individual, understand how they are brought together to create a whole person, and know what she must do to nurture the student's understanding of her/himself as a learner.

Diane used the term "learning conversations" to describe the ongoing interactions she has with her students to help them better understand themselves as learners. The term "learning conversation" is found in literature that describes how a teacher or trainer helps a student to acquire new skills. Harris-Augenstein, &Thomas (1985) described it as "a form of dialogue about a learning experience in which the learner reflects on some event or activity in the past. Ultimately, it is intended that people will internalize such conversations so that they are able to review the learning experience systematically for themselves, but at the beginning, the learning conversation is carried out with the assistance of a teacher or tutor" (p.105). Candy, et al's notion of a learning conversation, is rooted in Vygotsky's (1978) notion of shaping inner language within the "zone of proximal development." He characterized those skills that are just beyond a student's ability to accomplish independently, yet are able to accomplish in cooperation with a mentor, as falling in the zone of proximal development. Vygotsky (1986) suggested that

mentors become models for developing inner language that assessed and directed activity when approaching new fields of learning that are just beyond the student's capability. He believed that this is best accomplished through a scaffolding technique which begins with the mentor initially taking responsibility for the task and gradually transferring the control of the activity to the developing learner by modeling the language that guides the activity.

As I considered Diane's use of the term "learning conversation" in juxtaposition to her descriptions and my observations of her dialogue with her students, I found it to be a helpful term for holding the meaning for the interaction Diane described; however, the co-constructed meaning of the concept of a learning conversation that came from the data had more breadth and depth than what I found in the literature. Vygotsky's description of navigating the zone of proximal development seemed to have the behavioral starkness of the science of cognition. Though Candy et al (1985) recognized the emotional and relational aspect of learning, their descriptions relegated these aspects to the context of the learning process rather than an integrated aspect *of it*. What I found embodied in the data was a deep, rich description of the type of dialogue Michelle Gabow, another mentor of college students in PAL, described in her writings about her work with her students.

> *The power of dialogue allows us to both embrace our inner strength and shed a constricting skin. Too often in our teaching, in our psychology, in our politics, we look for the cure, the easy answer-a learning strategy, Prozac, taking women off welfare. Learning differently is a powerful tool of exploration-painful, exciting, brilliant. The quality of dialogue opens the door to a student's abyss and her treasure (Gabow, 1986, p.154).*

The learning conversations Diane and her students told me about and that I observed powerfully integrated the metacognitive, emotional, and developmental

considerations in a variety of mixtures and admixtures within the boundaries of each of their sessions together.. These conversations recognize the brilliance of what it means to learn differently as well as the weaknesses and vulnerabilities LD entail. The uniqueness of the learning profile of students with LD provide a different perspective for viewing and conceptualizing the world. One that is often missed by others. Together, Diane and her students shared insights and information that helped her students construct an understanding of themselves that helped them "embrace their inner strength and shed a constricting skin." Diane begins her "learning conversations" with her students during her first meetings with them. She said she developed a set of questions that she asks that sets the groundwork.

> *I ask them about high school. I ask them about how they feel about being in college, that kind of thing. I also ask them "What do you want to accomplish?" And that first day, we just chat. I do have a great question I ask now and it has really gotten so much from them. I ask, "Is there anything about you that I don't know that I ought to know that can help me to help you better?"*
>
> *It's amazing what they tell you when you ask them that. They tell you things like, "I have been treated for depression and in the winter time I tend to get depressed and kind of disappear. So you should know that, and if that happens, that's what's going on." They are pretty honest with you. I am kind of surprised at the answers they give you. One of my students even told me about her sister being murdered during our first talk.*

Diane explained to me that she now begins her work with these questions rather than with questions she used in the past. Previously she began with a more formal session using the student's file and testing to guide the formation of an educational plan

that set out the goals for the semester. She said that she found she had more meaningful dialogue if she spent time listening to their perspective about their past, what they thought was important to understand about them, and what their goals are. It occurred to me by beginning this way that Diane is sending a message that their work together is going to be a conversation, not a lecture. It demonstrated that she values what they know about themselves and what they want to accomplish. The examples of what her students reveal to her indicate the full degree to which the emotional factors are present and considered from the onset.

Diane then uses the second meeting to talk about the student's educational testing. As I discussed previously, each student must submit a Wechsler Adult Intelligence Scale III-R (WAIS III-R) and academic achievement tests to be admitted into PAL. Diane uses these tests for the basis of the discussion.

> *We take a look at their test scores and go through it piece by piece. Most of them have not been introduced to it before. I ask them if anyone has explained what their learning problems stem from or what their strengths are. Usually they say, "No." They will be able to say that they are a poor writer or speller or they have trouble reading or losing everything, but they don't understand why. They also don't know what their strengths are.*

Earlier I discussed how Jacob's and Christine's first meetings had different implications for them, because they seemed to be at different points in their own development. For Jacob, the conversations about his experiences and his testing seemed to help solidify the notion that he could define himself differently than how he thought others had defined him in the past. He now had more concrete "evidence" that he was capable of going to college. For Christine, it provided her the foundation to transfer her reliance from

her father to Diane, an expert who seemed to listen and understand, and tell her she could be successful.

These first sessions provided three important considerations in Diane's learning conversations that were further supported as I analyzed the sessions I observed. Diane's learning conversations were each first and foremost *a true conversation*. Second, they *focused on helping students understand themselves as learners*. Third, they were consistently *developmentally sensitive*.

A True Conversation

The first consideration that emerged from the data about Diane's learning conversations focused on the very nature of a conversation. Vygotsky (1986) and Candy (1990) suggested provided a model of interaction that initially place the majority of the expertise and control on the mentor; yet, a conversation involves both parties giving and receiving information. The term, "conversation", also suggests that each person considers what they have heard before (s)he speaks again. Diane's learning conversations seemed to more model a true conversation than what theorists like Vygotsky and Candy suggested. She explained:

> *For me the learning conversation involves listening more than talking, and it's hard not to be the teller. I have to keep reflecting on, and watching and hearing what they want to talk about.*

By changing her first meeting with them Diane demonstrated her desire to hear about her students *from* them rather than from a report *about* them. She chose to do this because she wanted to be introduced to her students by them rather than from someone else's evaluation of them. By doing this, she helped shape the dynamics of future learning

conversations into just that, a conversation. It also allowed her to discover information the student believed important, information that may not be found in an intellectual or achievement test report. Diane tries to continue to listen to her students whenever she meets with them so she can continue to receive information from them that will help her help them.

> *I try to let the student begin sessions talking about what they want to talk about. I am always watching for these cues, something mentioned in passing. Something they are letting me know they want me to dig out a little bit. I have a new student this year and she had a horrible childhood. She made little allusions and I eventually asked her questions that brought it out. She told me all about it and we both cried. It was ok for me to ask her because those allusions are a way of her telling me that she wanted me to ask.*

As I analyzed the data from my observations of her sessions with Jacob and Christine, I became increasingly aware of Diane's emphasis on listening. She not only listened and reflected about what they said and how they expressed themselves, but also on what was not said. Further in the analysis I will describe how all of these factors influenced how she responded to them and the approach she took to help them. Though Diane seemed to draw from theories related to teaching and learning, I believe this quality of listening helps Diane blur the artificial dichotomies that theorists create to examine certain aspects of an individual. She focuses on what the student says, not on a theoretical construct, to direct her path as she works with them.

The data from the interviews and observation revealed another important ingredient Diane contributed to her learning conversations: herself. Diane shared aspects of herself with her students in the course of the conversations she had with them. When I

observed a session she had with Christine that began by talking about Easter. Christine talked about the traditions she shared with her father's new family; Diane shared how she created an egg hunt for her grand niece and neighborhood kids. In an interview, Diane explained how she revealed that she was "the Queen of Procrastination" in her younger years when she explained to her students that she would not yell at them if they came and told her they hadn't done their work. During a different interview, Diane gave me an example of how she weaves in her own metacognitive analysis when she is working with her students.

> *I usually tell them that I'm very linear. Most of them get to know my styles too. It usually happens when we are doing something. They know I can only do one thing at a time cuz I'll say, "Wait a minute, no, no, don't go there. We're only talking about this right now cuz I can only handle one thing at a time. That's the way I process."*

When I thought about the ways Diane reveals herself as she draws out her students' reflections, the photographs of the Iraqui soldier in Diane's room came to my mind. I remembered how she told me she likes to get them to talk about their opinions and shares hers. As I considered these pieces of data together it made me appreciate more fully the many ways Diane reveals herself to her students. Whether it is as profound as sharing her views on the war in Iraq, as social as sharing holiday traditions, or as directly functional as sharing metacognitive moments, Diane reveals herself in the learning conversations.

Lastly, Diane's willingness to share power and control over the agenda and conversation is another element that seems to me to characterize Diane's learning conversations as a true conversation. In the initial meetings, Diane listened to her students and then shared her perceptions of the testing results. Then, together they crafted goals

they would work on during the semester. Diane explained the importance of allowing adult students to set the goals for the semester as well as the agenda for individual sessions.

> *When I first began mentoring at the college, I usually had more of an agenda (of what I wanted to teach) and worksheets from books. I guess I didn't have a template of it in my own head to draw from. Now I realize that what they are going to work on needs to be integrated with what they're doing in their classes, so I let them have much more of the lead.*
>
> *I keep a folder on each student and I'll put down notes at the end of each session that reminds me what they are going to be working on during the week, but often they come back with something different; I need to be willing to abandon my plan which is hard for me. But if you're really going to be a mentor you can't control the time plan. It needs to come from them; they need to see that what they are working on is important to them.*

The sessions I observed with Diane and Jacob, and Diane and Christine were clear examples of Diane allowing students to set the agenda for the work they were going to do during their individual session. When I observed Diane's session with Jacob, he came into the room, put down his books, and told Diane he had the instructions for the term paper he needed to write. Diane referred to her own agenda book and said, "Before we go on to that, can we just go back a minute to the midterm you got back?" They then had a short discussion about the grade he received on a take–home midterm, and discussed the option the professor gave to rewrite it to include more articles, and have the possibility of raising the grade. They discussed the relative pros and cons of resubmitting the paper, and Jacob decided he didn't want to do a rewrite. With that, they moved on to conceptualizing and organizing the research paper he'd brought.

Christine's agenda appeared to be a little less straight forward. Christine began the session bursting into the room talking about issues she needed to resolve to graduate. She started by explaining that the assistant to the dean called her to her office to talk to her about the midterm warnings she had received, and to discuss whether she had enough credits to participate in graduation. Diane asked, "What does the assistant to the dean want from you?"

> Christine: *She wants me not to fail which is too much to ask from me right now. I'm so stressed out its not even funny. I then went and talked to the assistant registrar and she said, "You definitely have enough credits to walk* (Participate in graduation*), you can walk with nine credits left.*
>
> Diane: (nodding her head) *Yeah.*
>
> Christine: *"And you, only have five credits left as long as you pass all your courses".*
>
> Diane: *You're gonna pass them all.*
>
> Christine:*Yeah?*
>
> Diane: *Yeah. Do you have to get back to the Dean's office or was she just giving you information to watch out because...*
>
> Christine: (interrupts) *Yeah, she sent me this letter warning I may not be able to (walk) one of those...*
>
> Diane: *Ok, yeah.*
>
> Christine*: So* (puts her hands up in the air)
>
> Diane: *That's probably just sort of a format thing that they went through. Any senior who got a couple of deficiencies at midterm ...*
>
> Christine: *Right. Right.*
>
> Diane: *....got a letter like that, but you've already talked with the professors and you know you're ok so...*
>
> Christine: (with her voice trailing off) *Right.* (loudly adds) *And then I swear I have every office in this whole campus after me!*

Christine continued in the same manner, listing potential issues with the health center and the bursar's office as well as her accumulation of parking tickets that could potentially keep her from participating in graduation. Diane responded in the same manner

asking Christine questions that lead her to acknowledge that there are no real obstacles to her graduating. At this point in their conversation, Diane took the lead in the conversation.

> Diane: *It's almost scary.* (A statement with intonation more like a question)
> Christine: *Hm.*
> *Diane:* (softly adds*) Good scary though.*
> Christine*: Yeah.*

Abruptly, Diane seemed to change the subject and began to talk about a dinner she arranged with students with whom she worked who are graduating. Diane told Christine about the arrangements she made with them and asked Christine about her schedule to make sure she attended.

> Diane*: It's gonna be here. We're just gonna have hors 'oeuvres and stuff. You guys are going out afterwards and*
> Christine: *Ok.*
> Diane: *We just want to get together for congratulations.*
> *Christine: Yeah.*
> Diane*:* (Smilingly adds) *If you're still graduating by then...*
> Christine*:* (Responds more calmly than when she began talking about her possible graduation*) All right.*
> *Diane: All right. Now, let's see where you are on your paper, and see what you need to do for the next week and a half.*
> *Christine: Oh I found these questions I had to ask her about the spreadsheet....*

In this conversation, Christine began by telling Diane that she didn't think she will be able to "not fail." Christine told Diane about a host of issues that were academic and administrative. Diane asked about the individual issues, and Christine described how she was resolving them. She was not seeking Diane's help; it appeared she was seeking Diane's reassurance that she was going to graduate. Diane affirmed the steps Christine was taking to address the various issues, and then began talking about the dinner Diane

was having with Christine and her other students who were graduating: further affirmation that Christine was one who would graduate. After those plans were made, Christine exhaled and said “all right”. Diane seemed to take that as a cue that Christine was ready to begin her work and transitioned right into asking her where she was on her paper. Christine followed her lead and began to ask Diane questions about something Diane could help her with, a research paper.

Each of the two sessions was an example of how Diane allows her students to set the agenda, yet they also were examples of the way Diane helped to clarify the agenda. Jacob was focused on the research paper he needed to write. Diane made sure he recognized the opportunity for improving a grade on another project, but allowed his priority to be the deciding factor in determining what they would do during their time together that day. As I analyzed the interaction in Christine’s session, it seemed Diane listened to Christine and recognized she needed to be reassured she would graduate. Diane responded to that agenda by allowing her to use twenty minutes of their time together to talk about issues that Christine did not want nor need help to resolve, and reassured her that there were no barriers to her graduation. Diane’s further affirmation, reflected in including Christine in the graduation celebration arrangements, brought that issue to a close for the time being, and allowed them to move on to the next agenda item, her paper. As I listened, read, and analyzed the data from this exchange between Christine and Diane I was moved by Diane’s intuitiveness and sensitivity to the underlying struggle Christine was having. I wondered if this is a skill that a mentor can develop, a quality an individual posses or a combination of the two.

Diane added another dimension she considers when deciding when to lead and when to follow as she reflected on her initial sessions with Christopher. She explained how important it was that she allows him to set the agenda even though his agenda was quite different from one she would have set.

> *In the beginning Christopher would never let me help him with his papers. He was very avoidant. I would try to get a hook into them by referring to his time management book. Every week I'd say, "Let's take a look at the paper you have due." For a long time he'd respond, "That's ok. I'm all set on that." Next week, again I'd say, "Would you like any help with that?" He'd respond, "Nope, I know how I'm going to do that."*
> *It was baby steps until he finally dared to let me in on it. His writing was weak and he was worried I was gonna think less of him, so he made sure we didn't work on it.*

Previously I discussed that Diane seemed comfortable allowing Christopher to direct their academic work in a different direction from what she thought was needed because she knew *her* first agenda item was to win his trust; however, she acknowledged these decisions are some of the more significant struggles she has.

> *If you're really going to be a mentor you can't control the time plan. You have to be willing to switch gears, but sometimes if time gets short I can get pretty didactic too. (laughs) One poor kid wanted to talk because he was feeling so overwhelmed, but I'm so worried about the things (emphasized) he needs to finish. It was so hard to get him to stop talking about being overwhelmed.*
>
> *He kept saying, "OK so now you know." One second later he'd be back telling me all this stuff about his girlfriend and his identity, and Israel, and he was everywhere all over the world. I felt unsatisfied at the end of the session, because he left here probably still overwhelmed. I would have felt better if we had done some concrete things;*

> *however, he didn't allow that and I had to kind of go along with it. Those are the kind of issues that worry me. How much do you impose and how much do you allow them to lead? Do you always go where they want and walk beside them?*

It seemed that once again Diane's struggle revolved around her commitment to wanting her students to not fail. On one hand she asserted that students must determine the agenda of their work with her so that they are in control of their learning and invested in what they are doing. She recognized there are emotional reasons why students may choose not to allow her to help them with what they need most, yet she worried she might contribute to their failure if she did not try to seize the control and lead them in the right direction. Conversely, Diane's nervous giggle when talking about being "didactic" seemed to reflect her uneasiness with a more directive approach when working with her students. Her description of Christopher's reluctance to initially allow her to help him with his writing because he was worried, "I was gonna think less of him..." suggested her added concern that she not misstep for fear she will damage the relational foundation that is the bedrock of her relationship with her students. She seemed concerned that if she tried to pull them along the path, she might cause them to dig their heels in deeper and never be allowed to guide them. Diane said she struggles with this dilemma every day of her work with her students.

Understanding Themselves as Learners

Elite magicians have their signature performances. Houdini's was his death defying escape acts; David Copperfield's is his ability to make people and landmarks disappear only to reappear upon his command. On any given night, they perform many

acts that confound the senses, but it is their hallmark performance that draws and captures the imagination and awe of their audience. The spectators watch intently and enthusiastically as the evening unfolds, but they wait with a growing sense of excitement to witness that ultimate magical moment that drew them to the magician. So, too, was my experience with Diane. I came to interview Diane and her students to observe how/if she helped students come to understand themselves as learners. As I analyzed the data, I learned about integral aspects of her mentoring that deepened my understanding of the dynamics and intricacies of this relationship; however, I had a growing sense of excitement as I was able to use my researcher's "side wing" vantage point to explore and analyze how Diane used the magic of her learning conversations to help students understand themselves as learners. What I found in the data was how Diane explicitly used the learning conversations she had with her students to nurture a metacognitive and emotional understanding of themselves as learners. This was why I began my intellectual journey. This was the magic I came to witness.

Metacognitive understanding: In the literature review, I presented Flavell's (1976) initial conceptualization of metacognition as cognition about cognition that can be broken into two components: metacognitive knowledge and metacognitive experience. Metacognitive knowledge refers to "one's knowledge concerning one's own cognitive processes and products or anything related to them, e.g. the learning relevant properties of information and data" (p.232), and the ability to monitor, regulate and orchestrate these processes in relationship to a learning activity. Earlier, in the literature review (p.25), I discussed Braten's (1990) suggestion that there have been two sources of confusion regarding metacognitive knowledge throughout the literature related to metacognition.

The first was whether metacognitive knowledge can be ascribed to someone who articulates an understanding about his/her cognitive processes, yet does not or can not apply the knowledge when needed, and whether these abilities are related to someone's developmental stance within his/her overall human development. The second confusion presented in the literature was whether metacognitive knowledge is relatively context-free or embedded in the presenting learning situation (Braten, 1990).

In Chapter IV, I presented data from my interviews with Christine, Jacob, and Christopher that I believed both reflect and shed light on the literature related to metacognitive knowledge. I used Shraeder's model (1986) to show how each of these students represented different levels of metacognitive development. Their descriptions of the way they learn suggested to me that metacognitive knowledge is not a static understanding and skill as Flavell's (1986) and others' (Brown, 1987; Pressley, 1987) definitions appear to represent. Rather, it is made up of understandings and abilities that develop over time and through experience, and seems to be related to a person's developmental stance. Thus, the question of whether it is legitimate to ascribe metacognitive competence to someone who has knowledge but cannot apply it to a range of tasks becomes moot; rather, within this context metacognitive knowledge is conceptualized as an emerging understanding and skills whose ultimate goal is the ability to do both.

Flavell's second component of metacognition is metacognitive experience. Flavell (1985) described metacognitive experiences as any simple or complex situation in which a person reflects on the process of that experience. He suggested that metacogntive experiences typically occur in tough cognitive enterprises where the person is attempting to

proceed one step at a time monitoring and regulating each step of the process. He further stated that these metacogntive experiences inform metacognitive knowledge. What I found in the data from my interviews and observations of Diane and her students was how Diane facilitated her students' metacognitive experiences and thus contributed to the development of their metacognitive knowledge.

I found in the data that Diane co-constructed metacognitive experiences within the context of the course work students bring to her for assistance. Diane explained to me that she has specific goals for each of her students. Those goals are documented and are in their files. They are collaboratively developed with them and may include specific academic skills, study skills, progress with a particular course, and even social/emotional goals. (Examples of these goals are in Appendix C). For example, at the beginning of the semester, Jacob and Diane agreed that they needed to focus on helping Jacob develop strategies for conceptualizing and organizing research papers. This particular goal was not addressed in their sessions until he needed to begin a paper he had been assigned. The same approach may be true with improving memory. A student may wish to develop memory techniques and that skill is addressed in preparation for a test or some other situation that demands the use of his/her memory skill. Diane emphasized that the one common goal she has for all her students is to help them understand themselves better as learners. She explained that she tries to incorporate it into everything she does with them.

> *It's really integrated so much with whatever the task is. It's not a separate thing. I don't do, "Here is a learning style inventory; let's sit down and do it". I just weave it in gently. I would say in every session I have with them, there is at least one conversation about that.*

Diane suggested that developing a better understanding of oneself is much like developing other academic skills; students invest more time and thought into it when it is embedded in a task at hand. Her assertion mirrors much of the literature regarding developing skills within a mentoring relationship (Candy, 1990; Cohen, 1995; Daloz, 1999; Main, 1990); however, data from the interviews with Diane and observations of her work with her students draws attention to how she is able to nurture the development of metacognitve skills within the context of their coursework which in turn informs her students' metacognitive knowledge. Throughout her sessions with her students, I watched Diane co-create metacognitive experiences with her students while helping them complete their assignments. The information from this data has important implications when considering the work of mentoring students with LD.

Diane explained that she ties metacognitive development to her students' course work by always focusing her students' attention on the processes involved in completing specific tasks as well as the products. She explained that she accomplishes this by first drawing attention to the process while they are working on a task.

> *I am always telling them what I observe. I will say, "Well, you seem like you have trouble organizing this" or "Wow, you seem to be really finding this task pretty easy. How did you now to do that." If they are doing something and I give them a suggestion, I ask, "Why am I making this suggestion? Is this a good way to do this? Is this helpful? Do you like doing it this way?" Usually I am showing them more than one way of possibly doing something and then asking them how it works for them. "Do you like doing that? Was that hard for you? Would you like to try a different way? Maybe we could come up with a different way to try it."*

Diane's questions are co-creating possible metacognitive experiences. By approaching their work with these questions she is helping them not only to focus on *what* they are doing, but also on *how* they are doing it. She is also conditioning them to analyze the tasks that are attempting to complete. This is a first important step in metacognitive development. Students must recognize that there is a process to accomplishing a task in order to reflect upon their approach to that process. Diane suggested that the other important opportunity for creating metacognitive experiences is after the task is completed and they have received feedback from another professor on the assignment.

> *I think more of the processing comes afterwards. It's important to identify causes. I'm big on that. I really try to get them to look at the reason why something is happening. "Why is this giving you such trouble? Why did you fail that test? Why-whatever it is. I try to tell them that it's all we care about. "It doesn't matter that you got a D; let's figure it out." I then try to help them generate alternatives to the thing that's not working.*

I observed Diane working with Jacob and Christine on assignments that were difficult for them. I was struck by the way she was able to gently weave in metacognitive experiences while she assisted them. Once again Diane was blurring the artificial boundaries. Diane created a seamless, natural integration of helping students complete assignments and helping them use the experience to understand themselves as learners better by interjecting questions and statements that attempted to cause the students to reflect on their unique approach to the academic task. This was illustrated in the session I observed with Jacob. Previously I shared how Jacob came to Diane wanting help to write a paper on terrorism. They began by analyzing and clarifying the professor's description of the paper, and Jacob showed Diane the notes he took from the sources he had. Diane

asked Jacob how he was going to go about doing the paper, and he indicated he wasn't sure. They then began a learning conversation about how he would approach writing this research paper.

> Diane: *This is the first paper that you've had to write where you've had to integrate so much stuff.*
> Jacob*: Yeah.*
> *Diane: In Animal Farm you were just integrating the information from one book really.*
> Jacob: *Right.*
> Diane*: It's a big leap to try and integrate six or seven articles*
> Jacob*: Yeah.*
> Diane*: What do you think your biggest challenge will be?*
> Jacob*: Writing it probably.*
> Diane: *The actual coding it into a paragraph will be the biggest challenge?*
> Jacob*: Yeah.*
> Diane: *Actually I don't think you're going to have that much trouble with that part of it. You phrase things well; you have good sentence structure, language; all that comes out pretty well.*
> *Jacob: The problem is getting started. Once I have what I know I need to focus on, it sometimes flows.*
> Diane: *In this case, the getting started will have a lot to do with getting some kind of a picture of all the pieces of it.*
> Jacob*: Yeah.*
> Diane*: Because you won't know where to start until you try to look at what the parts are gonna be.*
> Jacob*: Right.*
> Diane: *All right. Let's just brainstorm a little bit on that.*
> (Diane takes out a piece of paper and begins to visually categorize the different components of the paper that Jacob provides*)*

During this metacognitive experience, Diane guided Jacob through a learning conversation that related his personal strengths and weaknesses to the processes related to writing the paper. She helped him see where he would be drawing upon his strengths and

where his weaknesses might impact the process. She then drew upon his visual strength to help him "see" all of the pieces that he would need to consider to conceptualize the paper. Jacob acknowledged that once he understood what he needed to focus on, the writing would flow.

From the interviews and observations I also concluded that Diane used the metacognitive experiences she facilitated to help students build metacognitive knowledge. The knowledge that was created focused on the nature and characteristics of specific tasks and on their own cognitive strengths and weaknesses. As Diane observed and provided feedback about the reasons they found some tasks easy or difficult and the alternative approaches they might use to accomplish the same task, her students began to build a metacognitve understanding of themselves as learners. The process seems like creating architectural drawing for a new home. At first, you may have some impressions of what the style of that home may be: colonial, cape, Victorian. As one works with the architect and discusses the characteristics of each room and one's need for closets, natural light, and expansive family gathering space, the architect helps create more detailed and complex drawings. If the architect is talented, the final product may have the same general style as when one began, but the design more fully expresses the individuality and style of the person who will live there, not the style and needs of the architect. So too was Diane's work with Jacob. When I asked him to describe himself as a learner, he told me he was a visual learner who learned well through experience. He was not able to provide me any detail about his style, nor how it related to specific tasks. I observed Diane helping him to think more specifically about his characteristics, his style, his needs contributing to a more detailed blueprint of who he is as a learner. What I observed was Diane facilitating

metacognitive experiences which she hoped would contribute to Jacob's metacognitive knowledge.

Another important metacogntive element of Diane's learning conversations was her use of the student's educational and intellectual testing. Jacob, Christine and Christopher all referred to the impact Diane's explanation of their tests had on them. Earlier I described how Diane used the students' testing in their second meeting to help them begin to understand what it said about their cognitive strengths and weaknesses. Jacob and Christine both acknowledged that Diane's ability to use their testing to assist them understand themselves better helped them to connect with her from the onset.

Diane explained later in her interview that she continues to use the students' intellectual testing as another component of the metacognitive experiences she helps to create.

> *I try to refer back to the testing when I am working with them. I will say things like, "Remember in your testing your visual memory was very good? That's why creating a visual image to help you remember this term works well for you." Or, I will say, "Do you see why it's hard to organize this? Do you remember that from your testing?" I try to bring it in when I can; not hit them over the head with it, but gradually. And many times, later, students will say, "Can we go over my testing again, Diane?" At the beginning, they only pick up a few things, and later on they want to know more.*

Diane further explained that she believes that students ask to go back over their testing when they are beginning to have an understanding of themselves. She said that sometimes they turn back to the testing as a way of finding "evidence" that will support the impressions they are now constructing about themselves. She further added that students

also want to review their testing again to clarify questions they have about their learning or even their learning disability.

When Christopher and I discussed how he developed a better understanding of himself as a learner over time, he talked about the way Diane used an analysis of his WAIS-R to further his understanding of himself.

> *Diane talked to me about my testing when we first met, but we went back to it later on. We didn't just talk about the test, but also how it applies in life. For example, she explained to me what the (subtest) block design was and what it had to do with what I was struggling with. I thought it was just a puzzle and I knew I was good at it, but I thought it was just kiddy stuff. In my mind, I could do the kiddy stuff, but couldn't do the real grown-up stuff. She helped me to see that they were both grown-up stuff.*
>
> *When we went back to the testing, I really understood better how different components come together to say something about your learning style and how I can apply the areas that I'm really good at to the areas I'm not so good at. The more I understood that, I think, the more I understood how to handle things.*

As I thought about the way each of these students talked about the important role Diane's explanation of their testing played in their developing understanding of themselves, I considered another reason why it was such an important element. Many of the students with whom I worked told me about the evaluation meetings they attended as they were growing up. The majority of those students described their hatred for the testing they were subjected to because it made them feel "stupid". Often the explanations of the testing were provided in an "educationalese" that did not help them understand themselves better. The results of the testing provided a label, i.e., dyslexic, slow auditory processor, etc, not an understanding of their learning profile. Typically the results and labels focused

on what they were not able to do, and never focused on what their strengths were. It seems to me that Diane's explanations probably stood in stark contrast to what they had heard before. They finally were beginning to understand what the tests really meant, and they discovered that the very tests that had been used to label them negatively actually indicated that they had significant cognitive strengths that could be used to approach whatever task they choose. What a victory!

Emotional understanding: One of the revelations I had while analyzing the data from the interviews and observations was that Diane attended to the emotional considerations of her students as an explicit aspect of helping them understand themselves as learners, not solely as a context for it. Previously I had thought it was important to recognize the emotional struggles students might be facing when mentoring students with LD, but I conceptualized it as somewhat separate from the academic work I did with them. When I recognized an emotional issue presenting itself, I knew I needed to help the student address it so we could then get on to the academic and metacognitive tasks at hand. It was always important to me that students felt better about themselves as they came to understand themselves, yet somehow I thought about this process as happening parallel to their developing metacognitive and academic skills, not intimately woven within it.

As I further analyzed the data I gleaned that led me to consider a different paradigm for addressing students' affective domain as an explicit aspect of understanding oneself as a learner, I turned once again to Flavell's original conceptualization of metacognitive knowledge and metacognitive experience. I found it interesting that Flavell's definition of metacognitive knowledge relates solely to the cognitive domain; however, his definition of metacognitive experience moves beyond the cognitive realm.

Flavell's (1985) definition asserted that metacognitive experiences are "cognitive or *affective* experiences that pertain to a cognitive enterprise. Fully conscious and easy-to-articulate of this sort are clear cases of this category, but less fully conscious and verbalizable experiences should probably be included it." (p.107) I found it curious that Flavell recognized the affective domain when thinking about metacognitive experiences, yet did not consider it when conceptualizing metacognitive knowledge. As I wrestled with this seeming contradiction, I further realized that I, unknowingly, followed closely in Flavell's footsteps. In my work with students, I explicitly facilitated metacognitive experiences that acknowledged and helped students work through emotional issues, yet I did not systematically help students translate those experiences into metacognitive knowledge as I did with cognitive experiences. I further realized that the lack of focus on the affective aspects of metacognition is also prevalent in the vast majority of the literature on metacognition.

Previously I discussed the way Diane sets the agenda for her learning conversations with her students at their initial meeting. In that meeting she asks students if there is anything she should know about them that would help her help them better. When Diane provided examples of the responses they gave, she focused on information she might not have known reading their files. She told me they will tell her information like, "I have been treated for depression and in the winter time I tend to get depressed and kind of disappear. So you should know that, and if that happens, that's what's going on." Diane uses this information as she does other information she learns about her students as a platform for beginning her work with them as she helps them explore how their emotional life impacts their learning.

Diane nurtures her students' affective understanding of themselves in the same manner she nurtures the cognitive. She uses her sessions with her students to facilitate metacognitive experiences to help them understand what they are feeling, how it relates to what they are trying to accomplish, and what they might do to gain control over it. She explains:

> *I might be working with a student and see that a kid is anxious or afraid. I could presume that they know, but sometimes they don't know what the feeling is that they're feeling. I try to talk with them and ask them questions to help them identify it. Sometimes you find out that what they think is fear may actually be shame. I have found that many of my students have memories of school that cause them shame.*

Diane's description of her work with the affective domain was clarified in my observations and interviews with her and Christine. When I interviewed Christine she talked about her difficulty beginning assignments particularly if she is worried she doesn't understand what she needs to do. She told me that when she first came to Curry she would go to Diane's office crying, "I can't do this. I want to quit. I can't do this!" She said that she now understands that when she becomes overwhelmed she needs to break things down into smaller pieces, and take it one step at a time.

When I talked with Diane about Christine she provided insight into the strides Christine has made dealing with the barrier her anxiety had created to her learning.

> *The first semester she took a full load of courses, and it was horrible. She ended up dropping two classes. She now can handle a full load. She better understands her feelings of being overwhelmed, but knowing it and always being able to control it is two different things.*

> *What I hope will increasingly happen is when she feels the feeling she will take on my role and have the tape in her head that says, " All right, when this happens, you need to just take a very small piece and do it." I don't think she yet has come to the point where can talk to herself that way. At least now, though she doesn't panic over the things she knows how to do.*

In this explanation, Diane demonstrated that she approached the affective domain of her work in the same manner as she did the cognitive. Within the context of their academic work, Diane helped her students describe and name what was happening in the process. She then helped them create strategies to deal with the negative influences drawing from their strengths, and always strived to nurture a deeper understanding of themselves. She explained she finds that most often the processing must come in a follow-up session in these situations.

> *When students are having a particularly bad experience they don't want to stop and talk about it. I usually wait until afterward and have them reflect on what happened to see if there is an insight they can provide.*

After I observed a session between Diane and Christine, I spoke with Diane about a metacognitive experience I witnessed where Diane tried to help Christine dig deeper to find the source of her panic. Earlier I described how Christine began the session I observed explaining to Diane that she was afraid she wasn't going to be able to graduate. Diane talked her through her fears and they began to work on a paper for a computer course she needed to complete. Christine started by making a checklist of everything that needed to be done to complete the paper. She then explained to Diane what she was able

to accomplish on her own including analyzing and taking notes from an article, writing the body of the paper, and creating a title page that used a clip art image. During this part of the session, Christine led the conversation and Diane affirmed what she has accomplished.

> Christine: *I need to do good on it. I want to mark off the stuff that we already did.*
> Diane: *Excellent*
> Christine: *So we have the article.*
> Diane: *Um hm. Make you feel good at least you can check off some of it.* (laughs)
> Christine: *Yeah.* (reads the instructions) *"You'll create a three page…and not including the title page…summary of the article." That's what I'm doin'. I already wrote half of it.*
> Diane: *So you've got about another page of that to do.*
> Christine: *Yeah. I took care of the margins the way it told me to.*
> Diane: *Um hm.*
> Christine: *The footnotes. We were going to work on that right now*
> Diane: *Yup. I want to get out the format for that. (pause) Ok.*
> Christine: *And then do the quote, title page, that's easy.* (pause) *I need to put it a clip art image with the title page*
> Diane: *Clip art image? I didn't notice that before.*
> Christine: *Yeah.*
> Diane: *On the title page?*
> Christine: *Yeah I know how to do that.*
> Diane: *You know how to do the clip art and everything? Ok great. And resize it. You know how to do that?*
> Christine: *Um hm.*
> Diane: *Good.*
> Christine: *I know how to do all of that.*

Christine then told Diane that she needs help understanding how to get data from the article to include in an Excel spreadsheet. Diane begins by explaining the concept of a spreadsheet.

> Diane: *Yeah ok good. So what kind of stuff would you put on a spreadsheet? Just general stuff...*
> Christine: *It's like numbers. Number things.*
> *Diane: Yup. Good.*
> Christine: *Statistics.*
> Diane: *Usually numerical, you can have words but most people would use it to display numbers yeah. Good. I'll give you one example. All right you pay household bills now? Let's say you wanted to figure out what it costs you to actually live there.*
> Christine: *OK*

Diane continued helping Christine create a spreadsheet that incorporated the data from household expenses. She then used the model they created to show Christine how she will set up a spreadsheet for the article she has read. Diane leads the conversation, but Christine readily interacts.

> Diane: *Ok good. Now what you need to think about when you're doing your spreadsheet is the numbers, the categories where she's going to teach you to put in formulas that adds and that do averages or do whatever else you need*
> Christine: *Hm.*
> Diane: *Think about this: where would it make sense to do addition? Where would you want total numbers or where are there total numbers already on this chart?*
> Christine: *Right here this whole list.*
> Diane: *Good. When you do a spreadsheet, they don't want you to put the 84 in there. They want you to put equations in and she'll have you give her this on a disc. So she can tell whether you just typed in 84 or whether you actually put a formula in.*

The mood began to shift when Diane moved from explaining the concept of a spreadsheet to explaining how spreadsheets are created with formulas using excel. Christine started complaining that she hates “stupid computers”; her voice lowered and she began to respond with obligatory “uh hums”. As I watched and listened, it appeared to me

that she had shut down. Diane stopped and asked her if she felt like she was going to give up. Christine retreated to the way she began their session together.

> *I just don't know. It's like everybody keeps saying I'm not going to graduate if you don't do good on this paper. I just have three days left. I don't see how I can do all this. I'm just stressed.*

Once again Christine's voice became higher and her words had a staccato rhythm. Diane walked her through what she had left to do attempting to convince her that she has most of her work done. Christine did not respond to the encouragement. They set up some extra time for her to return to finish her work.

I interviewed Diane after I observed her session with Christine. She told me that she met with Christine later and tried to get her to talk more about what she was feeling when she panicked over using the computer to do the spreadsheet and footnotes. Diane retold the conversation she had with Christine.

> *I told her "It's not the damn computer", cuz she was saying she hates computers; they're so stupid. I told her that it isn't the computer that was stopping her from doing the assignment. We could figure that out together. I said, "What's really stopping you is that you get so overwhelmed you can't do what I show you". Then she was able to talk a little bit about that feeling that comes over her; a literal panic. She then started talking spontaneously about her transition to high school from the Montessori and how hard it was. So I think when she starts to feel like she doesn't understand something, she connects it to the feelings she had back then.*
> *So we were able to talk about why her feelings were out of proportion to what was actually happening. She is beginning to understand it intellectually, but she still doesn't have control of it.*

Christine's reaction to the presenting situation is not uncommon for adult students with LD. Diane conducted a study to learn more about the impact of earlier educational experiences on adult college students with LD. In her article, Pandora's Box: School Memories of Returning Adult College Students with Learning Disabilities (Goss, 2003), Diane summarized the results of a study she conducted with 11 male and 12 female college students who participate in a support program for adults with learning disabilities. In the study, she asked the participants an open-ended question about their childhood educational experiences. "Though the question was carefully phrased in a neutral way, the question evoked overwhelming negative responses. Only three participants (all of whom made extensive negative comments as well) had anything positive to say about their previous school experiences" (Goss, 2004, p.8). The data from that study suggested that the painful experiences came from public humiliation; being labeled, mislabeled, and stigmatized; and, being segregated from their peers. Diane concluded by stating:

> *Through educational therapy, adults with learning disabilities can become consciously aware of the way their early memories are impacting them today and can be helped to reframe those memories, gaining a greater understanding of both past and present. Within a safe, supportive therapeutic situation they can begin to unpack the painful memories they have carried with them for so long and start to come to terms with them* (Goss, 2004, p.10).

It seemed to me that Diane was helping Christina to begin to reframe the hurts from her educational past. The data suggests she was blending the affective and cognitive domains within the metacognitive experiences to help her gain a better understanding of herself. As I have worked in this field, I have found there are many practitioners who

believe academic mentors should not become involved with psychological issues in their settings, because they are not trained to do so. Diane appeared to be comfortable discussing them as they surface, but also acknowledged she then attempted to have her students see psychologists to work through issues that were beyond her expertise. I believe that addressing the cognitive without the affective would leave students confused when obstacles in one of the domains arose that they were not able to either identify or address. Diane's ability to blend the two and work with the whole student was central to the magic of her learning conversations.

Developmentally Sensitive

Finally, the third consideration about Diane's learning conversations that emerged from the data from the interviews and observations of Diane and her students was that they were developmentally sensitive. What I found in the data was that Diane listened and responded to her students in a manner that acknowledge and affirmed their current developmental stance while also providing a context for growth within three different areas: academic skill development, metacognitive development; human and relational development.

Academic skill development: When Diane discussed the approach she takes to help students develop their academic skills she referred to Vygotsky's concept of zone of proximal development. In the review of the literature, I explained that Vygotsky believed that a mentor becomes a model for the inner language that directs learning activities. He stated that this is best accomplished through a scaffolding technique which begins with the mentor and student working cooperatively to accomplish a task. Initially the mentor takes responsibility for those elements of the activity which are just outside the student's ability

to accomplish independently. Vygotsky labeled those abilities which a person is unable to accomplish independently, yet is able to accomplish in cooperation with the mentor, as falling into the "zone of proximal development" (ZPD). He saw that the abilities that fall into this zone begin the process of being internalized. Gradually the mentor cedes control of all the activities to the developing learner (1978).

I observed Diane helping both Jacob and Christine develop academic skills by working alongside them allowing them to show her how they approached a particular task until they got to a point when they were not sure how to proceed. When this happened, Diane demonstrated how the next step in the task needed to be completed, explained how it was done, and worked cooperatively with them to accomplish it. As she discussed the approach she was using to accomplish the task, she often explained that she used a particular strategy because she believed it best used the student's unique set of learning strengths and asked for their feedback. Diane explained:

> *I tell them to observe both of us. If I give a suggestion of how to do something, I am telling them to see why. I'll ask, "Is this a good way to do this? Or is this helpful?" Usually I am showing them more than one way of possibly doing something and then asking them how it works for them.*

Previously I described how Jacob brought a research paper on terrorism to his session with Diane for her help. They discussed the assignment and the challenge that integrating six sources presented. Jacob had independently read and highlighted the source articles. Diane suggested to him that the next step would be to create categories of information that he would need from the articles to write the paper.

> Diane*: Start with the assignment description and then we'll take a look at the articles and see what you get from them.*
> Jacob: *Types of terrorism.*
> Diane: *Types. Good, what else?*
> Jacob*: Historical development.*
> Diane: *Good.*
> Jacob: *And the social changes or responses to terrorism.*
> Diane: *Good. Excellent. .. and responses to it, good. Anything else?*

At this point of their interaction, Diane is prompting Jacob, yet he is able to cull and organize the information he needed to create categories from the articles for the paper he is writing. Diane praised him for his work. This mode of interaction continues until Jacob begins to become confused; not sure how to categorize some of the information. Diane then interjects questions and observations to help Jacob see what he needs to do to organize the more complicated material.

> *Diane: Is that more about the person or the behavior of terrorism?*
> *Jacob: Well, it is depends on how you look at it. I guess it could be the terrorist.*
> *Diane: Could be. Let's read a little further and see what he's focusing on. This is a little tricky here and sometimes things seem to overlap. One of the decisions you make when you are writing a bigger paper and integrating is, "Where do I put this? Does it fit better in section one or section four?"*
> *Jacob: Um hm.*
> *Diane: And that's a decision you're thinking about now. See if the author focuses more on the individual people or on the different kinds of terrorism that actually have taken place.*
> *Jacob: (Jacob reads from the article) "The whole point of the plotters in the latter case would be to preserve the appearance of normality whatever their deviant intentions. In this regard we might note the case of the Irish woman who unknowingly was carrying a bomb onto*

> *an LI flight, flight at the um instigation of her Palestinian lover." So it talks about individual terrorists.*
> *Diane: Um hm. And try the first sentence of the next paragraph. Again you're just doing browsing reading just to try to get an idea.*
> *Jacob: (continues to read)"More serious questions also play the notion of a singular terrorist personality. First as we previously noted the emphasis on personality often tends to ignore the social and political environment. Terrorists' personality simply free floats above the social world wrecking havoc in response to his or her inner demons. This suggests a second difficulty time for the diversity of people focuses on systems associated with terrorism." And that's the individual terrorist.*
> *Diane: Good.*
> *Jacob: (Reading further) "Finally we must also cope with the potential paradox that terrorism may not even be a sign or product of the deviants. Terrorist's cohorts could become the norm. The transformation clearly occurs when a regime systematically institutes a positive genocide. And they also occur if dissident terrorism is clearly supported and controlled by a successful strategy of revolutionary violence. Under these circumstances it may be the deviant personality that resists committing acts of terrorism."*
> *Diane: That's a little twist on it, huh?*
> *Jacob: Yeah.*
> *Diane: Again, after reading just those few paragraphs there, do you think he's focusing more on the types of terrorism or what who are the terrorists?*
> *Jacob: I'd go with the terrorists.*
> *Diane: Yeah. You had to read a few main sentences there because the beginning was all mixed in and even there they started mentioning the system again.*
> *Jacob: Yeah.*
> *Diane: So it's hard to know sometimes where to put it. So we're just making a list here of everything we've got to deal with. Ok? (pause) This is what we called browsing reading when we were looking through the other article. And you can't actually start the writing until you've done it.*

In this excerpt Diane worked cooperatively with Jacob exploring what he was able to do independently and then guided him through what he had difficulty accomplishing

providing prompts and asking questions that he may be able to ultimately internalize to guide himself. Diane told me that she uses this technique extensively while working with her students. It allows her to reaffirm what they are able to do and assist them in developing the inner language that she hopes will eventually help them to complete a similar task in the future.

***Metacognitive development*:** As I considered the data from Diane's learning conversations, I noted how she sensitively nurtured the overall metacognitive development of her students. I explained I was drawn to Schraeder's model of metacognitive development (1988) because I believed it closely represented the developing metacognitive skills and understanding that I observed in students with whom I worked. As I analyzed Diane's work as a mentor, I considered Kegan's notion of "culture of embeddedness" to question whether it had relevance to metacognitive development as well as overall human development. Kegan described a supportive culture of embeddedness as one that fosters development by affirming a person in his/her current place of development while finding the appropriate time to begin to call the person out to a new developmental understanding of him/herself.

I observed Diane nurturing the metacognitive development of her students. For Jacob, whom I coded as beginning to function within Schraeder's Identification Level of metacognitive development, it meant she continued to assist him identify and name the components of his learning profile, yet also led him to think about how the system worked. As I discussed earlier, when I asked him to describe himself as a learner, Jacob provided general labels for his learning process: visual and experiential. When I probed, he was not able to provide any detail about the way these components played a role in his thinking or

learning process. Jacob told me that he has difficulty completing assignments because he becomes overwhelmed and procrastinating when he needs to write a paper. He also said that he has "trouble organizing his ideas." Though he identified these strengths and weaknesses, he was not able to explain how these specific leaning characteristics influenced how he approached his work.

While Diane guided Jacob through the process of writing a paper that integrated several sources, she provided feedback that helped him to continue to identify components of his learning profile and how they influenced the way he should approach writing the paper. It began when they were discussing what the assignment required.

> *Jacob: (reads the directions to the paper) You will put together a paper in which you will use critical thinking to explain certain types of terrorism of your choice. However, you must be specific as in the examination or the case study.*
>
> *Diane: That's a big difference than a paper that might ask you to take a position or trace historical routes. Using your critical thinking is your strength and that's where your paper will shine. Other people may read the articles, but they won't look into them as deeply as you do.*

It seemed Diane used this feedback to reaffirm Jacob's ability to think critically and explicitly demonstrate the relevance it has to his writing. After Diane helped Jacob analyze the directions of the paper, she began to coach him about the way he would approach the paper.

> *Diane: What's the biggest challenge to writing this paper?*
> *Jacob: Writing it probably. (Jacob is providing a broad, global response)*

> *At this point Diane provided feedback to his response breaking "writing" down into its parts identifying his strengths and weaknesses in the process.*
>
> *Diane: Actually I don't think you're going to have that much trouble with that part of it. You phrase things well; you have good sentence structure. The language in your writing comes out pretty well. What's going to happen before you get to that point? Are you ready for that? Sit down and start writing?*
> *Isaac: It's hard getting started, because the introduction is the hardest part, but once I now what I know I need to focus on, sometimes it flows.*
>
> *Diane now explains how he can use his visual strength to address his difficulty figuring out "what to focus on".*
>
> *Diane: And in this case the "getting started" will have a lot do to with getting some kind of picture of all the pieces of it, because you won't know where to start until you try to look at what the parts are going to be.*

Diane continued to help Jacob visually structure how he would obtain information from the articles using different colored highlighters and integrating the information on charts. She explicitly linked the strategy they chose to strengths in his learning profile and noted possible pitfalls that are attributable to his cognitive weaknesses.

It appeared to me that Diane provided a supportive culture of embeddedness that affirmed what Jacob has begun to know about his own learning and challenging him to begin to move to the next level of complexity. Jacob has begun to recognize specific components of his learning profile. Diane reinforced that knowledge, helped to identify more components and guided him to explicitly acknowledge how they impact what he is attempting to do. It is interesting that Diane is only fostering the metacognitive skills that are associated with his level of metacognitive development, and beginning to have him think about those metacognitive skills and abilities that are in the next level of complexity.

She has not, for example, asked Jacob to reflect upon his approach to writing and evaluate it based on his strengths and weaknesses. At this point she only helped him identify the components of the process and began to discuss how those components are linked to his personal style. Explicitly taking responsibility for evaluating and orchestrating how he learns best will come later.

I believe that by patiently guiding Jacob's metacognitive development slowly building from the simplistic to a more complex understanding of himself, Diane is allowing Jacob to integrate what he is learning about himself without becoming overwhelmed. I further believe that this is why it is important to consider metacognition as a developmental set of skills and understandings. By doing so, metacognition is appropriately viewed as a complex cognitive enterprise that must be progressively nurtured and developed over time. At the most simplistic level, it requires a person to recognize how s/he approaches a given task. Progressively, the person moves from that level of reflection to a more sophisticated subject/object orientation where s/he must separate how s/he approaches a task from the task itself. At the most sophisticated level of metacognitive development, an individual not only is able to separate how s/he is learning and thinking from the specific learning task, but is also able to evaluate the process considering other options. These qualitative differences in metacognitive development require more and more complex levels of abstractions and thus cannot be treated simply a set of skills that are taught, but rather cognitive development that must be nurtured.

Human and relational development: Lastly, the data from and about the learning conversations Diane had with her students reflected her sensitivity to each student's overall developmental stance which seemed to impact her relationship with them over time.

Previously, when I discussed how Diane was able to connect with her students, I reflected upon her ability to connect with them individually based upon where they were developmentally. This meant that she approached Christine, Christopher, and Jacob differently because they were each creating meaning from different developmental contexts. For Jacob, who appeared to be constructing meaning within Kegan's interpersonal stance (1982) when he first met Diane, it meant that she initiated a more formal relationship with him supporting his need to feel independent. For Christine, who seemed to me to be creating meaning as a received knower as described in Women's Ways of Knowing' (1986) when she first met Diane, it meant that Diane created a relationship with her as an authority who was going to show her how she could succeed. Lastly, Christopher, whose statements about his first meetings with Diane seemed to characterize someone creating meaning from Kegan's (1982) interpersonal stance, it meant that Diane forged a relationship with him based upon their work together in the mentoring program.

I also found in the data that Diane's ongoing learning conversations both affirmed where her students were developmentally and began to call them out to consider a new way of creating meaning again reflecting Kegan's concept of a supportive culture of embeddedness. For example, at the time of the interview, Christine seemed to frame her relationship with Diane as an inextricable helpmate rather than an external authority. As I considered the learning conversation I observed between Diane and Christine, I recognized that Diane's interactions with her both responded to Christine's needs as a subjective knower yet also began to call her out to a new way of thinking.

Christine began the session I observed with Diane full of emotion and anxiety that she was not going to graduate. Diane walked her through those emotions acknowledging

them, yet also trying to get her to recognize that, in reality, it did appear she was going to graduate. Later in the session, Christine began to panic again about completing an assignment, and once again Diane showed her how she was going to be able to do it. Later, in a separate session, Diane confronted Christine asking her to reflect upon the real reason for her panic and anxiety. When she did, they were able to begin to talk about how and why her emotions were disproportionate to the precipitating event. This speech event seems to me to reflect Diane's sensitivity to nurturing her student's overall development within her learning conversations. Christine's emotional reactions seemed characteristic of a subjective knower. Subjective knowers appear not to recognize that they have emotions, but rather appear to believe that they are their emotions. They live within them and have difficulty analyzing why they feel the way they do. When Christine panicked, Diane responded acknowledging how she felt and presented ways that she would be able to complete her assignments and graduate. This response resonated with what Christine told me she most treasured about their relationship; "I can bring anything to her and she makes it doable." Later when Diane confronted Christine, she challenged her to think about her emotions in a different way. Diane asked her to analyze her emotions; to take an outside perspective and try to begin to make sense of them so that she might be able to control them better. Diane's challenge was asking Christine to step outside the meaning making framework of a subjective knower who equates herself with her emotions and begin to construct her meaning making within the context of *WWK's* (1986) procedural knower. From this new form of meaning making an individual recognizes that she *has emotions* rather than *is her emotions.*

Diane's sensitivity to nurturing her students' overall development that is reflected in her learning conversations seems to have implications for their developing relationship over time. As her students develop and take on new ways of creating meaning, so does her relationship with them. It seems to mirror what is reflected in the literature about mentoring relationships (Daloz, 1986, 1999; Leventhal, 1982). Initially the mentor is seen as a very powerful figure who leads the way holding much of the power in the relationship. Eventually, as the protégé develops, s/he begins to see the mentor as an equal who is able to give advice which can be explored or set aside. I saw those relational stages reflected in Christopher's description of the evolution of his relationship with Diane.

> *In the beginning our sessions were very structured by Diane. She would go through my classes asking me what I was doing in each of my classes and showing me what I needed to do in each of them. Around my junior year it was like, "OK, you need to come in and decide what we're going to talk about. You need to start to take control of this." It was kind of a gradual process.*
>
> *I think the longer we have known one another it has gone from kind of a professor/student kind of thing to more of a collaborative, mutual thing. I think, over time, we really became more and more friends than anything else. I still ask her for advice. Lately she has been talking to me about what it's like to be in a masters program because I am going back to school.*

It seems to me that Diane's ability to alter the dynamics of her relationship with her students, has allowed her to avoid a pitfall that is discussed in the literature about mentoring. Levinson describes it best:

> *The end of a mentoring relationship is often punctuated by conflict and bitterness. The protégé, becoming more confident in his own abilities, may feel stifled by is mentor. He may want to manifest his newly acquired skills freely and creatively without disapproval or over protectiveness from his mentor. On the other side, the mentor may find the protégé to be inexplicably touchy, unreceptive or oven the best counsel, irrationally rebellious and ungrateful* (p.101)

Many of Diane's students remain in touch with her long after they graduate. She told me that they call, e-mail and visit. This is the legacy of a mentor. It seems that once a mentor, always a mentor. Diane also told me that sometimes she struggles with the burden this can create. She is quick to add that individually, she appreciates the connection she has with them and does not want to let them down, but collectively it is difficult to make time for the many students with whom she has worked for over twenty years that continue to see her as their mentor, their friend. This certainly underscores the extent and depth of the responsibility of this role.

The Art of Diane's Magic

I used two perspectives to analyze the "magic" of Diane's interactions with her students. "From the front row" and "from the side wing," I have attempted to isolate the techniques and theoretical underpinnings she used to nurture her students' academic success and development. As I now consider what she and her students have revealed in the data from their interviews and session, it occurs to me that this analysis is not sufficient. I would liken it to attempting to comprehend the art of Houdini's magic by simply analyzing his acts. In his book, *Houdini on Magic*, Houdini (1953) dissected each step necessary to recreate his underwater escape. He meticulously described the release

from different types of knots that must be mastered; the swimming strokes that are necessary during the various stages of the escape; the exercises in breathing that prepare the escapee for the extended time under water; the shrinking of rope that must be considered after a certain period of time under water. He concluded by saying, "Let me caution you to use extreme care. This is a dangerous business at best, and two of my imitators have been drowned attempting to recreate this act (Gibson&Young, 1953, p.44). Houdini understood that the true art of his magic was not solely in the individual elements of the illusion; the art of his magic was how he masterfully orchestrated all of the components together to create what seems impossible. So too, was Diane's magic. Each element of her learning conversation is crucial to understanding her interactions with her students, yet as is true with most phenomena, deconstruction alone does not suffice. Diane's learning conversations needed to be considered as a whole to recognize and appreciate how she is able to weave them together to support her students.

In Appendix D, I have provided a discourse analysis of the session I observed between Diane and Jacob. I based the analysis on the three characteristics of the conversation I described in the previous section of my research: true conversation, understanding of self as learner, and developmentally sensitive. The analysis demonstrated how Diane used the context of helping Jacob write a research paper on terrorism to initiate a learning conversation that attempted to nurture his understanding of himself as a learner as well as foster human and relational growth and development. The data from the discourse from the one hour and fifteen minute session revealed five different speech acts, each focused on a different goal. The following chart summarizes the analysis.

Discourse Analysis

Summary

First Speech Event: Setting the Agenda

True Conversation	*Understanding Self as Learner*	*Developmentally Sensitive*
Page 1 Shares power: Agenda		Page 1 Human Development: Confirms task focused relationship

Second Speech Act: Clarify the Assignment

True Conversation	*Understanding Self as Learner*	*Developmentally Sensitive*
Page 2 Two-way conversation: located ZPD	Page 3 Metacognitive experience: D. connects J.'s strengths to assignment experience	Page 2 Academic Skill: Located ZPD for clarifying assignment
Page 4 Shares Power: J. contradicts D.'s understanding of assignment	Page 4 Metacognitive: D. observes J.'s approach and explains	Page 2 Human Dev.: Confirms need for autonomy, provides modeling
Page 8 Reveals Self: D. acknowledges confusion	Page 9 Metacognitive experience: Reflecting on past experience to suggest process	Page 3 Metacognitive: Moves J. beyond naming components to addressing how strengths affect process

Third Speech Act: Gleaming Information from Sources

True Conversation	*Understanding Self as Learner*	*Developmentally Sensitive*
Pages 11-14 Take turns leading conversation	Page 13 Metacognitive experience: Analysis of Task; relates J.'s strengths and weaknesses to aspects of process	Page 11 Academic Skill: Locates ZPD for getting information from sources
	Page 17 Metacognition: Suggest using different colors for categorizing to use strength	Page 13 Metacognitive: Move from identifying components to explaining
	Page 21 Metacognitive Experience: Directs attention to process	Page 14 Academic Skill: acknowledges J.'s ability to highlight
	Page 22 Emotional: Discusses tendency for emotional paralysis	Page 14 Academic Skill: Locates ZPD for categorizing information

Fourth Speech Event: Developing a Plan for the Paper

True Conversation	*Understanding Self as Learner*	*Developmentally Sensitive*
Page 29	Page 30 Metacognitive Experience: D. observes how J. is approaching task and reflects back	Page 29 Academic Skill: Locates ZPD for developing a plan
Page 30 D. reveals her own way of approaching task		
Page 32 D. reveals her weakness; D. reveals her feelings	Page 33 Metacognitive Experience: Emotional analyzes cause and suggests response	
Page 35 D. reveals acknowledges mistake		

Fifth Speech Event: Social

True Conversation	*Understanding Self as Learner*	*Developmentally Sensitive*
Page 37 D. reveals: Discusses information about herself	Page 38 Metacognitive Experience: Emotional Observe/reflects J.'s style of interacting	Page 36 Human/relational: D leads discussion beyond task

The first speech event was initiated by Jacob to set the agenda for the session. Within that speech event, it appears that Diane confirms Jacob's developmental stance as creating meaning within the institutional balance by allowing Jacob to immediately lead the agenda to a task. Diane does suggest the possibility of a different task for the session, but lets Jacob make the final decision. There is little "social conversation."

The following three speech events focused on a specific skill that Diane was helping Jacob to develop to write the research paper: clarifying the assignment; gleaning information from sources; developing a plan for the paper. At the onset of each of these speech events, Diane prompted Jacob to focus on the academic skill and lead the conversation to explain and demonstrate how he was accomplishing the skill. It appeared

that Diane allowed Jacob to lead until he began to falter allowing her to identify the ZPD for that specific skill. Integrated throughout these three speech events were nine occasions when Diane used a metacognitive experience to lead Jacob to reflect on himself as a learner. Three of these metacognitive experiences focused on his cognitive strengths and weaknesses; three focused on analyzing the process required to accomplish the task; two focused on emotions he might experience while completing the task. Throughout the first four speech events Diane fostered Jacob's autonomy by allowing him to lead where possible and then taking the lead when necessary, but using the dialogue to show Jacob how he would be able to leave and complete the next steps of the tasks on his own.

The final speech event of the session between Diane and Jacob seemed to focus more on Jacob's overall development and the development of their relationship. Earlier I explained that Kegan (1986) identified one of the vulnerabilities of someone to be operating within the institutional balance as the tendency toward psychological isolation. He stated that this occurs because the individual may over differentiate him/herself in an attempt to become autonomous. Often, self naming and self nourishing are perceived as the ultimate goals, and relationships with others are seen solely as a means through which the individual to achieve these goals. The last speech event seemed to push the boundaries for someone in the institutional balance prodding him to consider his relationship with her and others a bit differently. The focus became social. Diane asked Jacob to talk about what he was doing outside of class to relax and suggested some people who might want to share social activities with him She also involved another student who had entered the room. As she attempted to draw Jacob out, she revealed aspects about herself so that she was providing the type of interaction that she was asking from him. Diane also used the context

of this speech event as a metacognitive experience. As they talked about social interaction she orchestrated a conversation in which she reflected on her own style of interacting socially and asked Jacob to describe his style.

As I considered the entire session between Jacob and Diane, I marveled at the art of her expertise. Like Houdini, Diane seemed to have studied the theory and practiced the technique of her profession and was able to draw upon them as the situation arose to create her magic. She did not seem to stop and consider, "Is this when I should teach him browsing? What metacognitive skill should I teach today? How do I get Jacob to break the relational constraint he seems to have placed upon himself?" Her art was her ability to blend all of what she knew and techniques she developed to respond to her students as they revealed themselves to her along many different dimensions. Her students may not have recognized the individual components of her technique, but recognized the "magic" they created. Jacob summarized that magic best when I spoke with him after I observed his session with Diane.

> *When I was in high school I didn't think I was capable of doing what I would need to in college, like write that paper. Now I know I am. It may take me longer or I might do it a different way, but I know I can do it.*

The Source of the Magician's Expertise

As I have researched the art of magic to further develop it as a metaphor to express what I have learned about Diane's art of mentoring, I have been intrigued by the different ways the metaphor can be applied. I have used this metaphor to help illuminate the technique and art of her mentoring. An important element of the metaphor is the way the

art of magic makes complicated natural techniques appear to be mysterious, simple, supernatural acts. So too, is the expertise of the magician.

As I delved into the art of magic, I read biographies and autobiographies about three magicians: Harry Houdini, David Copperfield, and Tahir Shah. Each chronicled the lives of the magicians and how they developed their craft. I was amazed to find the breadth and depth of their experiences and to learn of the different areas of studies they drew from to create their magic. They studied the great masters that came before them, became students of locksmith, carpentry, anatomy, biology, chemistry, light, and sound, and traveled the world in search of answers to questions that might be found in other cultures. Unless you had insiders' view of their acts, you could never truly consider what they must know and understand to be able to make what seems impossible, possible. When Diane described what guides her in her journey with her students she said,

> *You're walking your way through that zone and I am not sure where to go next, but my feet land on solid ground each step of the way and sometimes I might have to wander off and come back but I'm guided by this whole accumulation of experience and theoretical knowledge as well.*

I used Diane's statement about what guides her in her work to help me understand better the source of her expertise. To do so, I attempted to unpack the theoretical and experiential underpinnings she had revealed throughout the data.

When I asked Diane directly what, from her educational background, guided her in her work with her students, she responded, "Carl Rogers", without hesitation. She said that Rogers' emphasis on the unconditional positive regard for individuals that reflects itself in the belief that every person has in them the ability to actualize her/himself is the

foundation to all of her interactions with her students. Diane then added that experiential theorists Freire, Dewey, and Kolbe strongly influenced her approach with students. She explained that she learned from their writings how important it is to use students' experiences as the basis of learning, not her own lecturing. These themes were evident in the data from the interviews and observations, and I have discussed them at length in the analysis.

When I probed Diane further about other theoretical constructs or knowledge base that informed her practice, I was somewhat surprised by her response. She explained, "If I stay true to my philosophical roots I can work through their issues without paying a lot of attention to information (on learning disabilities and other related fields)." She emphasized that the key to helping students lies within them and that she does not need external information; rather she needs to develop the relationship with her students that helps them find the answers there. Later she did acknowledge that there may be an entire "substrate of knowledge that I'm not conscious I'm referring to." As I considered the data, I looked for those other domains of expertise that she drew from and became convinced that she was underestimating the impact of her breadth of expertise.

The first area of expertise that was evident was in the field of learning disabilities. Diane became interested in this field when she was working at the program for runaway children and wanted to help teenage students who had difficulty reading. She studied and was certified as a reading specialist and later, while at Curry, became certified to provide psycho-educational evaluations. She also told me that she likes to read current information from the field. In her conversations with me about her students, she gave many example of how her understanding of learning disabilities assists her as she leads and guides her

students. Earlier I described how Diane used Christine's testing to help her differentiate the emotional aspects of the difficulties she was experiencing from those which were cognitively based. For her work with Jacob, Diane's understanding of his problems with expressive language helped her understand that he was quite bright, yet had difficulty expressing what he knows. For Christopher, Diane's ability to explain to him why he is able to perform chemical equations yet fail physics miserably helped him to understand himself better. These are all concrete examples of how her understanding of learning disabilities directly informed her art of mentoring students with LD.

A second field of expertise that Diane seemed to consistently draw from is human development. As I discussed Diane's ability to connect with and support her students, I described how she was able to create a supportive environment that affirmed where her students were developmentally and foster their growth. Diane seemed to informally assess her students' framework for creating meaning and respond to it intuitively. Though she did not speak about the importance of understanding human development in our interview sessions, it was certainly evident in her practice and her writings. In Diane's dissertation thesis, *The development of a guidebook*, to facilitate the adjustment of new adult college students (1998) she wrote:

> *Since success in college is related to the learner's level of development, the materials should consider the diversity of learners' developmental levels, attempt to meet learner's needs at their present levels, and offer opportunities for them to engage in questioning and reflection which can help them in furthering their development* (Goss, 1998,p.43).

Finally, Diane's insistence that she must work with the whole person necessitates that she draw from her knowledge beyond the cognitive addressing emotional concerns. As she discussed how she approached these issues it appeared to me that she was drawing upon ideas and concepts typically considered to be within the field of counseling psychology. One example was her description of the dynamics she needed to consider when working with Christopher.

> *Christopher had a great need to be strong; to be the one who didn't need help. His parents had a very, very messy divorce. The brother went with the father and he hasn't seen them since. He was left with the mother who was the weaker one; the needy one. He took the place of the father. He was a high school kid making all the grown-up decision. It was hard for him to let people know what he needed. He also had a hard time with expressive language so part of his reticence was not know quite how to express how he's feeling. There were times when he was very, very discouraged; very fractured inside and it took a long time for him to talk with me about it.*

In this description, Diane talks about issues and dynamics typically relegated to counseling psychology. Diane's undergraduate degree is in psychology. It appears to me that she draws upon that field to help her work with the whole person. She does know that her ability to counsel her students has limits and talks about the need to refer them to a counselor when their issues are beyond those she feels comfortable addressing and when they are ready to deal with them.

Diane's expertise is not only rooted in her fields of study, but also in her experiences and personal qualities. When I asked Diane what were the greatest influences for her current work with college students with LD, she responded:

> *I would say more than any class I ever took it was the experience the program for runaway and street kids. It was working with so many different kinds of learners and helping them figure out what the learning block is and what was going to help facilitate their progress.*

True to her philosophy, Diane combines theory and practice to develop her craft. As I considered this, I realized that like the magicians I had read about, Diane's expertise is rooted in the strength of her personal qualities. As I read the data, it seemed that one of the reasons Diane has been so informed by her experiences is that she is reflective by nature. Throughout her interview she gave much evidence of her ability and desire to reflect on her experiences and learn from them. She spoke about reflecting on her situation when she was forty years old and realizing she needed to make a career change so she would not be homeless when she was older. She then reflected upon her experience interviewing for a computer programming position and realized she would not be happy. As she discussed her work with her students she reflected upon her patterns of interactions and reactions to her students. These reflections created an "aha" moment when Diane realized the role gender plays in her mentoring relationships. Diane's ability to reflect upon her experiences as a mentor allows her to gain the insights she has from her experiences.

As important as her commitment to reflecting upon her experiences is, Diane also pointed out that it can be difficult.

> *I am pretty reflective; sometimes I really have to shut it off. When I go home, I start processing it; especially the students I am worried about. If I'm feeling guilty, like when I really tried to set some limits on a female student and did not rescue her, I go home and think it all through. I just*

> *sort of process it over and over trying to figure it out. So, when I'm making a difficult decision, I tend to try to process them outwardly with other people.*

Another important quality I found in Diane's descriptions of her experiences was her focus on problem solving. Her desire to identify problems, analyze barriers, and work toward solutions was reflected in many different scenarios she presented. The scenarios were as different as her attraction to wanting to be a computer programmer who could identify a goal and find the computer language and programming that would achieve it, to identifying an academic skill a student needed to improve and figuring out what s/he needed to do to approach it.

The final quality I found vividly in Diane's descriptions is one I often experience when I am with her, the quality of empathy. Empathic listening is taught in textbooks and can be developed as a skill over time, but when you talk with Diane, the quality of empathy seems inextricable from whom she is as a person. I heard it when she relayed stories about her students, and I saw it when I observed her sessions; I felt it again when I first sat down to talk with her about what I wanted to do for my research. It is a quality that allows those she is working with feel heard, understood and accepted. It promotes healing and growth. It is a true gift.

As Diane and I were concluding our last interview we began to look back at the many topics we covered, particularly the internal struggles and dynamics that are implicit in mentoring college student with LD. Diane reflected:

> *When I was a teacher in a classroom I would have thought, "Wow that's an easy job. You just sit there and talk nicely to college students all day long. You don't have to control a classroom or deal with so many students at the same time". It's deceptively simple on the surface and incredibly complicated underneath.*

Through this case study, Diane and her students provided me the opportunity to unpack the magic that is involved as they co-construct meaning from their mentoring relationships. I have learned much about each participant's perspective and experience. From the students, I heard how their cognitive and affective aspects of their educational experience are inextricably interwoven, and helping how they understand themselves as learners involves explicitly addressing both domains.

From Diane, I heard and saw how she was able to establish a relationship with her students that fostered a better understanding of themselves as learners. I learned how she was able to draw from different theoretical and experiential backgrounds as well as her own personal qualities to provide a culture of embeddedness to nurture growth and development. I also gained new insights into Diane's interior experiences and struggles as a mentor of college students with LD. From this case study, I learned that the magic of Diane's mentoring truly is her ability to weave her knowledge, experience, gifts and vulnerabilities together in her art of interacting with others to help them find that source of wealth within themselves.

Chapter VI

Implications of the Study

Mentoring College Students with LD

Metacognition

Research Methodology

Conclusion

Mentoring College Students with LD

The most important implication of this study is the need for colleges and universities to provide students with LD mentors who are able to recognize the wealth of knowledge, experience and strengths these students bring to postsecondary campuses, and who are able to address the complex array of challenges and barriers they bring to the learning experience. As educators, we cannot be solely interested in the transmission of knowledge or the development of academic skills; we must also nurture their understanding of themselves and overall development. Conversely, we cannot de-emphasize the importance of knowledge and skill; both are necessary for an individual to create meaning from the world around her/him. Though this is true for all students it is particularly critical for college students with LD who have complicated learning profiles and emotional traumas from their educational pasts. The voices and stories of these three students accentuate the need to do both.

Each of Diane's students told their personal stories of how their unique learning profile impacted their ability to tackle the academic work when they came to Curry College. Jacob had difficulty verbally expressing his thoughts, and organizing his writing and his time. He also carried with him negative messages about his ability to learn from being in settings with other students who were not as intellectually capable as he is. Christine also had difficulty verbally expressing her thoughts at the same level of sophistication as her ideas, problems listening and understanding lectures, and difficulty understanding her texts. More "handicapping" was the trauma she struggled with from her experience when she was younger when she felt humiliated causing her to panic and "shut down" when she felt academically challenged. Christopher came to Curry with

significant problems with both his ability to read and write, and with a difficult personal history that made him feel he shouldn't reveal weakness making it challenging for him to accept help.

Each of these students had received special education "services" in the past to assist them with their learning problems, yet none of them thought those services adequately helped them be able to meet the academic challenges they faced. This qualitative case study revealed how Diane was able to help them attain goals that previously they thought were not possible. Diane allowed them to present to her what their personal strengths were and helped them to understand how they could use them to address issues and challenges as they arose. Within that framework, she nurtured the development of their academic skills, self understanding, and overall development integrating cognitive, psychosocial, and developmental considerations as she mentored them. Working with Diane, Christine learned that her visual strengths could be used to analyze and represent information in a manner that helped her both understand the content and not feel overwhelmed. She also learned that her interpersonal strengths and astute experiential perceptions could provide a foundation for helping her understand more abstract concepts. Jacob also was beginning to understand the power of his abstract reasoning and was developing ways to use his visual strengths to organize his complex ideas. I observed him employing these techniques to conceptualize and organize a piece of writing. Christopher discussed how he was now was able to use his visual abstract strengths, as well as his superior ability to learn through experience, to develop strategies for every aspect of his personal and professional life. Consequently, he was preparing to apply to graduate school.

This qualitative case study also suggests that mentors who work with college students with LD must draw from areas of expertise that are not traditionally found in one field of study. Because there is a need for more colleges and universities to develop programs and services that work with students with LD more holistically, there is also a need for more graduate programs to provide the proper theoretical and experiential education for professionals who want to do this work. The Association for Educational Therapists has provided standards for educational therapists that address the multidisciplinary nature of working with students with LD (Underleider & Maslow, 2001). Currently there are only a few colleges in California and Curry College in Massachusetts that have programs that meet these standards (AET Professional Directory, 2003). Some of the hesitancy in the field has been the reluctance to view the work of an LD practitioner as a therapist. This study underscores the importance of working with the cognitive and affective aspects of these students simultaneously. We must stop the border skirmishes between disciplines and focus on what is important, the individual.

Universities and colleges who offer support for students with LD must also recognize the intensity of the one-on-one nature of the type of mentoring relationship that is described in this case study. For it to exist, the mentor must be allowed to have a case load that allows him/her to spend the amount of time necessary to provide the type of integrated, in depth support that is described. As a mentor in PAL, Diane meets with a case load of 15 students for three hours a week in a combination of one-on-one sessions and small groups. In addition, the students in this study told about the importance of the times she made herself available to work them outside of their scheduled hours to

address a particular crisis. Diane also spoke about contact she had with parents, psychologists, and other faculty as she worked through situations that presented themselves to her. All of these interactions take time that would not be able to take place if she had a large caseload of students that she saw back-to-back or in large groups.

Lastly, the case study also has implications for current trends and practices in elementary and secondary schools. The public school system is moving toward an inclusion model for students with special needs. The rationale for this model is that students are best served in the mainstream population whenever possible. Thus, the professionals who are trained to work with students with a particular special need attend classes with the student and provide intervention and coaching within the setting. The hope is that by doing this, the student will be able to develop compensation skills and not be excluded from the social interactions that occur there. Though these are noble goals, this practice also prohibits the type of individualized nurturing that time with a mentor would provide. For example, if Christine had been able to meet with someone who could have begun to help her understand why she struggled in middle school, yet flourished in the Montessouri schools, she might have been able to develop strategies for success and not felt the type of shame she experienced. Solely placing a resource person in the classroom to help her understand the material that was presented would not have given her the opportunity for the type of "learning conversations" that would help her not only develop skills but also nurture a better understanding of herself. Similar studies should be conducted that look at the impact that the type of mentoring that is described here would have for younger students with LD. It may be that such studies would find that similar models would help students address the challenges that are before them as

they develop and would lessen the trauma that these students seem to experience throughout their schooling.

Metacognition

A second area of implication of this case study is the significance of considering metacognition as a developmental phenomenon in which metacognitive experience and metacognitive knowledge inform one another as a person moves from a simplistic to a more complex understanding of her/himself. As a result, someone who is attempting to support a student's metacognitive development must recognize that he/she is not simply teaching a set of skills, but rather nurturing a complex cognitive enterprise.

Further study should be conducted that specifically focuses on using techniques to nurture the development of the type of metacognitive skills and knowledge that are represented in Schrader's model (1988) while also facilitating academic skill development as well as overall development. The interactions should be studied through a lens that captures the complex, multifaceted nature of the scaffolding techniques that occur. Analysis should not focus on monolithic constructs but rather how different constructs are integrated through instructive dialogue.

An important component of the learning conversations Diane had with her students was the use of the results of educational testing. Diane's use of testing as one means of exploring the cognitive and academic strengths and weaknesses of her students with them seemed to both contribute to a better understanding of themselves and provide an emotional healing. Each of Diane's students spoke about her explanation of his/her testing as a key component of some aspect of the learning conversations she had with him/her. For Christina, it helped her believe Diane knew how to help her be successful in

college; for, Jacob, it helped him believe he had the cognitive strengths to be successful in college; for Christopher, it helped him better understand the complexities of his learning profile. Key to these conversations was Diane's focus on the strengths the testing indicated, and her ability to use the testing to help describe their learning process rather than using the results to give them a label. In addition, Diane used the testing as one element in gaining an understanding of the learning profile of her students. She did not present the information as the defining factor. She let her students know that no one document would be able to provide that type of rich complex information. This is a key insight for educators and psychologists. Too often educational testing is used in a way that minimizes a person's unique learning profile to a set of numbers and/or a label. For students with LD, the label typically has a negative connotation. This approach neither aptly describes what the testing is illuminating, nor respects the richness of attributes an individual brings to the learning enterprise.

Equally important to considering metacognition as developmental is pushing the paradigm to move beyond the cognitive to incorporate the affective realm. Flavell opened the door to this consideration is his writings, yet I have not found it explored in any research. Diane's learning conversations with her students reflected her ability to help her students understand their cognitive and emotional strengths and vulnerabilities as they surfaced in pursuit of a cognitive enterprise. The importance of this new construct is underscored by the way Diane began to help Christine work through the panic that she associates with her past educational trauma. Scaffolding an emotional understanding of self in the same manner as is done with the cognitive could help mentors break through barriers to learning in significant ways. I believe further research

should explore the explicit integration of both domains to help practitioners understand and nurture such development.

Research Methodology

Lastly, I believe that this research has important methodological implications. The study of Diane and her students underscores the importance of qualitative case study as a means of exploring and understanding a complex, human dynamic. By design, case studies allow the researcher to seek out, explore and present human activity through different lens and perspectives illuminating theory in practice and pushing the bounds of theory through practice.

As I prepared to conduct the qualitative case study of Diane and her students, I studied theory related to mentoring, learning disabilities, and metacognitive development. The data from my study helped me to better understand how these theories are "lived out" in the interactions between these individuals. More important, Diane and her students helped me to understand that the true meaning of this case lives within the "barely visible seams" that lie between these theories. The seams forced me to examine closely how these bodies of knowledge need to inform one another to best serve the true meaning making that is created through the case, and where the current research is lacking. The integration of understanding learning disabilities, human development, metacognitive development, emotional trauma more fully informs the work of a mentor than does the consideration of each of these paradigms side by side. I found the discourse analysis that emerged from the categories that were developed through coding the interviews and observations to be critical to this type of integration.

The case study of Diane not only presented the seams that required further examination, but also the crevices. As I attempted to allow the data to lead how I created meaning rather than the theories, I found aspects of the case that pushed the bounds of any current theoretical models. This was best reflected in my consideration of a paradigm for nurturing a better understanding of self that integrated metacognitive, and emotional understanding. The data from and about Diane's interactions with her students highlighted the notion of the importance of integrating emotional self understanding within a developmental context in a way that I had not found in the literature.

Conclusion

The qualitative case study of Diane's work with Jacob, Christine, and Christopher underscored the transformative power in mentoring relationships. Each of these students came to college with aspirations and fears that were shaped by the individual contexts from which they came. Though their stories were all different, they had two common threads: all three of them were profoundly impeded in their educational pursuits by their learning disabilities and all three of them had the courage to enter into a relationship with Diane to explore how they would be able to continue their educational journeys. As they each now reflected on that journey, they not only saw the obstacles they overcame, but also identified new aspirations and goals they had not thought possible before. Christopher is contemplating graduate school; Jacob is doing well in his courses and has taken on leadership roles in Student Government; Christina has graduated and trying to find a professional career that dove tails with her strengths.

More importantly, they each took steps to define themselves in a new way; a definition they created, not one that was imposed based on their "disability."

The case study also revealed the transformative nature of a mentoring relationship for the mentor. Two important ingredients of Diane's mentoring were her reflectivity and her willingness to reveal herself in her mentoring relationships. Together, these qualities create change not only for her students but also for herself. The experience can be both confirming and humbling as we find hidden strengths and pools of expertise as well as weaknesses and vulnerabilities. During our interviews Diane explained how she has been able to develop her expertise for listening and following the lead her students provide to help them. She also revealed the challenges she faces connecting with males in the manner that allows her to confront them when needed. Diane's willingness to face both with openness and honesty illuminates a path for those of us who are educators to follow.

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Appendix A

Developmental Models

Forms and Functions of Embeddedness Cultures

Kegan, 1982, p.118-120

Evolutionary balance and psychological embeddedness	Culture of embeddedness	Function 1: Confirmation (holding on)	Function 2: Contradiction (letting go)	Function 3: Continuity (staying put for reintegration)	Some common natural transitional "subject-objects' (bridges)
(1) IMPULSIVE Embedded in: impulse and perception	Typically, the family triangle. *Parenting culture.*	Acknowledges and cultures exercises of fantasy, intense Attachments and rivalries.	Recognizes and promotes child's emergence from egocentric embeddedness in fantasy and impulse. Holds child responsible for his or her feelings, excludes from marriage, from parents' bed, from home during school day, recognizes child's self-sufficiency and asserts own "other sufficiency."	Couple permits itself to become part of bigger culture, including school and peer relations. High risk: dissolution of marriage or family unit during transition period (roughly 5 -7 yrs.).	Medium of 1 - 2 transition: *imaginary friend.* A repository for impulses which before *were* me, and which eventually will be part *of* me, but here a little of each. E.g., only I can see it, but it is not me.
(2) IMPERIAL Embedded in: enduring disposition, needs, interests, wishes.	*Role recognizing culture.* School and family as institutions of authority and role differentiation. Peer gang which requires role-taking.	Acknowledges and cultures displays of self-sufficiency, competence, and role differentiation.	Recognizes and promotes preadolescent's (or adolescent's) emergence from embeddedness in self-sufficiency. Denies the validity of only taking one's own interests into account, demands mutuality, that the person hold up his/her end of relationship. Expects trustworthiness	Family and school permit themselves to become secondary to relationships of shared internal experiences. High risk: family relocation during transition period (roughly early adolescence, 12 - 16).	Medium of 2 - 3 transition: *chum.* Another who is identical to me and real but whose needs and self-system are exactly like needs which before *were* me, eventually a part *of* me, but now something between.

(3) INTER-PERSONAL. Embedded in: mutuality, inter-personal concordance.	Mutually reciprocal one-to-one relationships. *Culture of mutuality.*	Acknowledges and cultures capacity for collaborative self-sacrifice in mutually attuned interpersonal relationships. Orients to internal state, shared subjective experience, "feelings," mood.	Recognizes and promotes late adolescent's or adult's emergence from embeddedness in interpersonalism. Person or context that will not be fused with but still seeks, and is interested in, association. Demands the person assume responsibility for own initiatives and preferences Asserts the other's independence.	Interpersonal partners permit relationship to be relativized or placed in bigger context of ideology and psychological self-definition. High risk: interpersonal partners leave at very time one is emerging from embeddedness. (No easily supplied age norms).	Medium for 3 - 4 transition: *gong away to college, a temporary job, the military.* Opportunities for provisional identity which both leave the interpersonalist context behind and preserve it, intact, for return; a time-limited participation in institutional life (e.g. 4 years of college, a service hitch).
(4) INSTITUTIONAL Embedded in: personal autonomy, self-system identity.	*Culture of identity or self-authoriship* (in love or work). Typically: group involvement in career, admission to public arena.	Acknowledges and cultures capacity for independence; self-definition; assumption of authority; exercise of personal enhancement, ambition, or achievement; "career" rather than "job," "life partner" rather than "helpmate," etc.	Recognizes and promotes adult's emergence from embeddedness in independent self-definition. Will not accept mediated, nonintimate, form-subordinated relationship.	Ideological forms permit themselves to be relativized on behalf of the play between forms. High risk: ideological supports vanish (e.g., job loss) at very time one is separating from this embeddedness. (No easily supplied age norms).	Medium of 4 - 5 transition: *ideological self-surrender (religious or political); love affairs protected by unavailability of the partner.* At once a surrender of indentification with the form while preserving the form.
(5) INTER-INDIVIDUAL Embedded in: inter-penetration of systems.	*Culture of intimacy* (in domain of love and work). Typically: geniunely adult love relationship.	Acknowledges and cultures capacity for interdependence, for self-surrender and intimacy, for interdependent self-definition.			

Levels of Metacognition

Non Reflective: Thinking just happens. There is no evidence as to an understanding of a process. Thinking is seen as content based and is not reflected upon in any way. Different ways of thinking exist, but only as they relate to the content. For example, a young child might state that they have to think differently for math than for history, but is not able to explain how or why when questioned.

Self Reflective Monitoring: Subjects are beginning to notice the way that they think. However, the cognitive system is implicit and not coordinated. They are somewhat aware of a process in their minds, yet describe it in terms of what they are thinking about rather than how they are thinking. It is impossible to separate the content from the process. There is no attempt at choosing between other strategies for problem solving other than personal preference
or what "works".

Identification of Processes: The system of thinking becomes explicit. Subjects think about their thinking processes enough to be able to name them and identify a general system. However, their thinking does not move beyond a nominal level and thus they are unable to explain how their system works. For example, a student might identify her creativity and ability to visualize as factors that strengthen her creative writing, yet is unable to explain how she uses these

abilities to her benefit. Subjects also do not understand a need to evaluate strategies when problem solving.

Explanation of Processes: Subjects expound on their manner of thinking that is identified in the previous stage. Included is an explanation of how and why the components are incorporated into their system. Subjects are explicitly aware of how their cognitive processes are involved. They are able to abstract procedures from contextual situations and explain how they relate to their system of thinking. They identify and explain alternative strategies and systems, but do not evaluate the adequacy of the system selected.

Evaluation of Processes: Subjects take an outside perspective on their system of thinking and evaluate it. They consciously take control of evaluating and choosing those strategies which will be the most effective in a given situation. All relevant factors are considered while searching for the most appropriate strategies. Subjects look at the processes identified and explained, and compare and contrast alternative strategies that they could have taken within their system of thinking. They also determine the way that various components work together in defining the system or theory that they use. External evaluation is sought to verify effectiveness of strategies. Thus a person may describe how he prepared for a chemistry exam detailing how the strategies he used are based on the knowledge that he has acquired about his own cognitive processes from past experiences. If questioned, he would be able to explain why these strategies

were preferable to other possible strategies as evidenced by the success he was able to achieve on the exam (Schraeder, D.E., 1988, pp.79-90).

Appendix B

Consent Form
For Dissertation Research Interviews

Student

This interview is part of a study which explores the experiences and feelings of people with learning disabilities who have attended college. This research will focus on people who participated in a mentoring relationship during his/her college years which explicitly focused on helping the student develop a better understanding of him/herself as a learner. You were nominated to participate in this study by your PAL mentor who believes that you exhibit a high level of self understanding.

Your participation will involve an interview that will last approximately 1 ½ hours and tape recording one session with your PAL mentor. The interview questions will focus on your work with your mentor, and the role that your work with your mentor has had on other aspects of your life. The entire interview consists of topics like these. There are no hidden or experimental treatments and no risks or discomforts that the interviewer is aware of beyond the possibility that some of the questions may arouse strong opinions or remind you of past unpleasant experiences that are related to your learning disability. Your participation is entirely voluntary. You are free to discontinue participation at any time. If you wish to have any or all material excluded, just inform the interviewer of such. If you have any questions now or at any time, please feel free to ask the interviewer.

This research is being done as part of my doctoral program at Lesley College. All information you provide will be confidential as far as the research is concerned. That is, no response will be associated with your position in your organization. In some cases, recommendations or proposals may be developed from this information to be brought back to The Program for the Advancement of Learning at Curry College in order to improve our ability to meet the needs of college students with learning disabilities.

The interview will be tape recorded but your confidentiality in the reporting of this research will be protected in the following ways. No identifying information will appear on the transcript of the tape. All names, places, etc., will be deleted during the transcription. Access to this interview will be strictly limited to this researcher and the Lesley faculty associated with this project. Short excerpts from the interviews may be used in academic presentations or in a few cases published reports of this research, but these will be disguised to insure unrecognizability.

I have read and understood the statements listed above and agree to participate in this study.

Name:____ Date:____________________

Release Form

I give my permission for Susan Pennini to have access to my files for admissions to Curry College and my Curry College transcripts. I understand that this will include giving her access to testing and reports that were administered to me as part of the admissions process to PAL.

In doing so, I recognize the Susan Pennini might use the information that is obtained as part of her case study for her dissertation; however, I also understand that my permssion is predicated on the assurance that my confidentiality will be protected in the following ways. No identifying information will be revealed within the case study. Access to the information will be strictly restricted to Susan Pennini and the Lesley University faculty associated with the project.

I have read and understood the statements listed above and agree to release the information from these files to Susan Pennini.

Name:____ Date:______________

Appendix C
Interview Schedule

Mentor: Session I
(to be completed for 2 students)

1. Describe (current student).
    - Educational history
    - Strengths and weaknesses
    - Special insights
    - Experience at college
2. Tell me about your sessions together.
    - What are your goals?
    - Describe your relationship/interactions.
    - Can you think about a particular assignment/issue that you addressed together? How did you go about problem solving?
3. Can you think of one particularly poignant session that you have had?
    - What happened?
    - Why significant?

Mentor: Session II
(to be completed for alum)

1. Describe (alum).
    - What was she/he like when you first met?
    - Background
    - Strengths and weaknesses
    - How did she/he change over time?
    - Special insights
    - Experience at college
    2. Describe your work together.
    - Initially
    - Goals, relationship
    - Change over time
    - Now
4. Poignant moments.
    - Describe
    - Significance

Mentor: Session III

1. Describe yourself as a mentor
    - Educational history
    - Strengths and weaknesses
    - Expertise that you bring to the mentoring relationship
    - Qualities that are important to mentoring relationship

Interview Schedule
Current Student

1. Describe yourself.
    - Background
    - As a learner
    - Why college?
2. Describe your work with your mentor.
    - Goals?
    - Describe a typical session
    - Describe your mentor's qualities that are the most helpful to you
    - Describe your relationship
3. Poignant moment?
    - Describe
    - Why does it stand out in your mind?
4. Describe your college experience.

Interview Schedule
Alum

1. Describe yourself.
    - Background
    - As a learner
    - Why college?
    - What are you doing now?
2. Describe your work with your mentor.
    - Goals?
    - Describe a typical session
    - Describe your relationship
    - Did it change over time?
    - Describe your mentor's qualities that have been the most helpful to you
    - Has it influenced any aspect of your life now?

1. Poignant moment?
- Describe
- Why does it stand out in your mind?

2. Describe your college experience.

Appendix D

Data Analysis

Discourse Analysis: Jacob and Diane

Dialogue	Components of Learning Conversations	Comment
Jacob: I have the term paper instructions	True conversation:	J. initiates agenda
Diane: Ok. Excellent. That's great. Now before we go into that, can we just go back a minute about the midterm?	2 way conversation	D. suggests alternate agenda
Jacob: Um hm.		
Diane: He gave you some suggestions right on it. Did I see that yet? Do you happen to have that with you?	Developmentally sensitive:	Session begins immediately
Jacob: I might not. I might have left it in my room.	Human Development	Focused on task
Diane: All right.		
Jacob: He basically said it was a good paper; just put a little bit more in about the articles that we read.		J. directs
Diane: Uh huh. Good. Ok.		D. responds
Jacob: So		
Diane: So you can add to it. You already have an A- so you can decide whether or not you will redo it.		D. directs
Jacob: Yeah.		
Diane: What did you think about it?		
Jacob: Well its like between A- and A so …		J. responds
Diane: So what do you think you're going to do?	D. shares power	
Jacob: I don't know. I might try and do it over if I have time.		J. sets the agenda
Diane: Yeah it will probably come down to that. A- is still a good grade. (laughs)		

Jacob: Yeah		
Diane: But if the changes are small and they're not going to take you a whole lot of time and you feel in control of this paper…		D. directs
Jacob: Yeah		
Diane: Why not?		
Jacob: Um hm.		
Diane: You know. That's great that your motivated enough to care about it.		
Jacob: Yeah		
Diane: (laughs) ok. Let's take a look at what these instructions are then. Have you gone over this already?		D. directs
Jacob: Um yeah.		
Diane: Ok. Tell me what you what you think the assignment is? What are you gonna have to do here?	Developmentally sensitive: Academic Skill	D. asks questions to find out what J. understands and where he needs assistance
Jacob: Basically I have most of the reading assignments that we've had for this year in the book.		
Jacob: And basically what he wants to do is go over the reading assignments and get information from the assignments and then also like give your personal opinion on the subject.		
Diane: Ok. Good. And is it organized that way by reading or is there some integration? Why don't you read me the nature of the paper first…		
Jacob: All right.		
Diane: And then we'll talk about it.		
Jacob: "This project allows you to use many of the theories and concepts you've become familiar with in this course. The course describes terrorism as the use of violence against non-combatants for po- political purposes. This course has explored the social and historical routes of both domestic and international terrorism. Other topics include the influence of political and religious ideologies. The mass		

media and social change in response to terrorism including public policies, prevention and intervention strategies."		
Diane: Ok. So there is nothing specific that he is saying to do right there.		
Jacob: Right.		
Diane: Right but it gives you an overview. Ok.		
Jacob: And then what is expected "You will put together a paper in which you will use critical thinking to explain certain types of terrorism…of your choice. However you must be specific as in the examination or the case study."		
Diane: Ok. So the paper, what's the main point of the paper?		
Jacob: Basically (pause) thinking about different types of terrorism.		
Diane: Yes and doing what to them specifically? He says not just think about them but do what?		
Jacob: Critical thinking.		
Diane: Um hm. To do what?		
Jacob: To explain		
Diane: Good.		
Jacob: The different types.		
Diane: Ok so you're explaining.		
Jacob: Right		
Diane: Because there is a big difference between a paper that might say to argue against		
Jacob: Right		
Diane: Or to trace historical routes of. He wants you to explain the type of Terrorism; certain types at your choice and he doesn't say how many. So far anyway.		
Jacob: Right.		
Diane: And definitely using critical thinking	Developmentally	D. identifies

which that's your strength	sensitive:Metacognitive	component of J.'s cognitive strength and explains where it applies to the assignment
Jacob: Um hm		
Diane: That's where your paper will probably shine over		
Jacob: Um hm		
Diane: Other people who might have read the same articles but don't look as deeply into them.		
Jacob: Um hm.		
Diane: Ok good. Let's keep going.		
Jacob: All right. "You will need to understand and put into context the historical development of terrorism."	Developmentally sensitive: Academic Skills	D. finds ZPD where she works with J. to analyze assignment
Diane: So the second thing to do is what?		
Jacob: To go over the historical developments		
Diane: Good.		
Jacob: "One example is the terrorism that went on during the Roman time."		
Diane: Good. Do you want to want to highlight any parts of those while we're doing it? You know how often we keep looking back	Understanding self as learner: Observe/Explain	D. is showing J. visual way to analyze assignment and explaining why
Jacob: Yeah		
Diane: And I'm always saying this to you, see how often I look back at instructions?		
Jacob: Yeah.		
Diane: All the way through this paper. If you can, highlight certain parts that you want to key in on so that you don't need to read the whole page every time (pause while highlights). Yeah good, that's exactly what to highlight there. Excellent. And the second part, what do you have to do? (pause, J. continues to highlight) Good. Good. Historical context good. Ok?		

Jacob: All right. "You will need to indicate what the social change in the policies in response to terrorism have been in that case, if any."		
Diane: So what's this asking you to do?	D. continues academic skill development	
Jacob: (pause) "Indicate the social changes in policies in response to terrorism in that case."		
Diane: Good. Now it does seem here, he's talking singular there, " in that case, if any."		
Jacob: Um hm.		
Diane: And up at the top it said certain types at your choice. So I have a question on this and I don't know if he's talked about this in class. Are you supposed to choose one particular case like the world trade bombings or like a particular group of terrorists? Is that your understanding of it?		
Jacob: No, my understanding was that he wanted several different ideas. Cuz one thing he wanted to us specifically look at was…we had a guest speaker	True conversation:Two way	J. directs conversation
Diane: Um hm.		
Jacob: Professor Jones		
Diane: Oh yeah, he's good		
Jacob: For Politics and History.		
Diane: Yeah.		
Jacob: He wanted us to focus on two things that he talked about. The two he talked about mos5.		
Diane: Um hm.		
Jacob: The psychological myth and the lone ranger myth.		
Diane: And what are those?		
Jacob: Ah the psychological myth is the idea that a man must fight. The only way for a man to respond to injustice is terrorism I guess. It's what he said.		
Diane: Um hm.		

Jacob: Yeah a man must fight. It's the only way to respond to injustice.		
Diane: Is through terrorism?		
Jacob: Fight or to use violence.		
Diane: Ok.		
Jacob: And then the lone ranger is like the United States going into Iraq basically. It says that hard headed realists believe that foreign policy leaders should be concerned with the national interests above all else. US alone can determine and protect its national interests. United States ought to invest in developing the cooperative international community.		
Diane: United States ought to?		
Jacob: Yeah.		
Diane: So is that the opposite of the myth? Is the myth, the first part of that you said the United States alone.		D. directs conversation
Jacob: Right.		
Diane: And then you said it ought to invest in cooperative.		
Jacob: Right. Yeah that's the answer to the myth.		
Diane: Ok so the first part is the myth and the second part is what the professor believes is the truth.		
Jacob: Right.		
Diane: Ok was that true on the first one? Was that same pattern? I didn't notice that in the first one that he gave a myth and then he gave…		
Jacob: (Pause) No he just gave examples of people that use nonviolence.		
Diane: But you didn't write it there but you remember that from the lecture?		
Jacob: Right. Yeah.		
Diane: Right. Ok. So what's actually in your		

notes is a little bit different because you only had the first part, the myth, and the second one had a myth and a response to the myth.		
Jacob: Well, see…		
Diane: But you remember what the response to the myth was.		
Jacob: See here. Here's the here's the myth.		J. directs conversation
Diane: Good.		
Jacob: And then here's the people that (points to another section of his notes)		
Diane: Who's then next one? Oh Lennon.		
Jacob: Oh wait no. These, these are the people that use violence I guess		
Diane: So they believed in the myth that if you don't have a lot of power you're only recourse is to use terrorism or violence.		
Diane: Ok. I just want you to see the structure of that because the second one was different than the first…		
Jacob: Right.		
Diane: In that way. All right. So I know he wants you to weave that in, because he was talking about weaving in many of the theories and concepts so that would be one of theories or concepts you'd weave in.		
Jacob: Um hm.		
Diane: But I still have a question about the wording of this. (pause) Let's see. As explored social and historical…what the course has done. All right. Other topics. "Put together a paper in which you will use critical thinking to explain certain types, plural …	Developmentally sensitive: Academic Skill	D. continues to help J. analyze and clarify assignment
Jacob: Um hm.		
Diane: Of terrorism at your choice. You must be specific as in a case study." Down here he talks about that case but I guess it means plural cases I'm guessing. This is a big difference between writing this paper about four different terrorism examples...		

Jacob: Right.		
Diane: Relating the themes to that.		
Jacob: Right		
Diane: So what do you think you should do about that right at this point? This is due April 24?		
Jacob: Yeah.		
Diane: What does that give us? What's today's date?		
Jacob: Today's the 14th.		
Diane: 10 days, ok. So you're not going to wait to get started on it but what should you do? Do you think?		
Jacob: Um		
Diane: Just to be sure.		
Jacob: As far as?		
Diane: Clarifying this question?		
Jacob: Well, I can ask 'em about it.		
Diane: Yeah I think you should. You just want to be sure you are supposed to take four or five different terrorist examples.		
Jacob: Right.		
Diane: Just to get sort of a ballpark figure on this.		
Jacob: Right.		
Diane: Cuz you've got a whole book full of them. You've got about 20 of them in there.		
Jacob: Right.		
Diane: And I'm not sure from this myself to get a good grade if you need to do five or six or you need to do two.		
Jacob: Right. Right.		

Diane: You know?		
Jacob: Um hm.		
Diane: And he may have talked about it in class but may have been more vague and or more interested in what you're supposed to do with the cases.		
Jacob: But its also hard to understand him too.		
Diane: Yup. I'm sure you're not the only one and I'm certainly not the only one…		
Jacob: Yeah.		
Diane: Who is a little bit confused by the directions.		
Jacob: Yeah.		
Diane: And this is great. I love Blackboard. You get your directions in print. But still sometimes you get it in print and its still not crystal clear. It's clear in his mind but maybe not in ours.	True Conversation: Revealing	D. acknowledges her own confusion
Jacob: Yeah		
Diane: So do you feel comfortable asking him in class? Because I bet other people would like the clarification of it.		
Jacob: Yeah.		
Diane: And if you don't; if it turns out whatever is happening in class that day, you feel uncomfortable, you can go to his office hours, send him an email, call him.		
Jacob: Or I can just ask him after class.		
Diane: Or ask him right after class. If he's not rushing to something else. Yeah. I would clarify that. Ok?		
Jacob: Um hm.		
Diane: Um all right what's the grading based on?		D. directs conversation
Jacob: Ok. "Your grade will be based on how well you incorporate your critical thinking with the material and the readings. The sociological	**Developmentally sensitive: Academic Skills**	**D. continues to work cooperatively with J. to help him see how**

and criminology theories, the historical events and the current events. Equally important is your ability to collect new information on whatever aspects of terrorism your project is focusing on. Of course good writing and clear referencing are important. The length is 6-12 pages, not including the references. Please type with double space. There is 20% grade reduction for late papers."		to analyze assignments
Diane: Ok. So you do have to find new and you already got some. Did you have a chance to ask him about the articles you found already?		
Jacob: No		
Diane: No. Ok.. What you chose last week right was with the idea of looking for justifications that have been used		
Jacob: Right.		
Diane: And do you think those articles fit in ok with this description of the assignment now?		
Jacob: Um (pause) Yeah I think it does.		
Diane: Yeah? Not just as a big package though?		
Jacob: Right		
Diane: See when we didn't have this paper we could sort of look at developing this anyway we wanted to. So take several terrorists groups and look at how each one of them justified what they did.		
Jacob: Right.		
Diane: But according to this, what else do you have to do besides that?		
Jacob: To do the historical development. For the reasons		
Diane: And then supply the context of the historical development and apply theories and concepts		
Jacob: Right.		
Diane: From the class. Ah for instance which one of those would be one of the justification the		

group might, might use of the of the myth that you just talked about?		
Jacob: Um (pause) either, either one of these.		
Diane: Um hm. Is one especially justification for terrorism?		
Jacob: Um (pause) the psychological one.		
Diane: Yeah. So some groups probably justify it by saying what?		
Jacob: The, the only reason the only way to solve it is to fight.		
Diane: Right. That's the only power we have. We don't have an army and America's too big or whatever country there Ireland, Ireland the IRA might say and England's too big and powerful.		
Jacob: Um hm.		
Diane: So therefore we've go to use terrorist tactics instead.		
Jacob: Yeah.		
Diane: So that's where you could bring that in. Um. I think you know the more that I think about this cuz of the track that you've already started going down as far as justifications		
Jacob: Um hm.		
Diane: I want you to talk to him about that a little bit. Um I'm not sure (pause) we're focusing just on the justifications is just gonna be enough?		
Jacob: Um hm.		
Diane: Given what this assignment says do you see what I mean? Do you know what I mean? Do you remember how long how much time we spent analyzing the um the paper on Animal Farm.		
Jacob: Right.		
Diane: And then still almost forgot		
Jacob: Yeah.		
Diane: One of the last sections of it		

Jacob: Yeah.		
Diane: So it's you could write a fabulous paper on the justifications and you got some great reference material on it. And still not get full credit for this		
Jacob: Um hm.		
Diane: Because it wasn't set up the way he wanted you to frame it.		
Jacob: Right.		
Diane: Ok. The way he wants you to focus on it. I just want to make sure you gonna put a lot of work into this paper in the next 10 days.		
Jacob: Yeah.		
Diane: I want to make sure that the work you're gonna put in is gonna be		
Jacob: Yeah.		
Diane: What he's lookin' for		
Jacob: Yeah.		
Diane: Ok. So definitely talk to him maybe now that I see where this is going that either at his office hours might even be better.		
Jacob: Um hm.		
Diane: Or after class depending how much time does he usually is he usually hanging around after class for a little while?		
Jacob: Yeah the only problem with um last week was that we had the guest speaker and he didn't know when the class actually ended so he kind of like went over.		
Diane: Yeah		
Jacob: The time so I really didn't		
Diane: Yeah		
Jacob: I had a class afterwards that I had to get to		

Diane: Well I think if you just I think it would be a good idea to talk to him in his office just because you've got a couple of questions now to ask him that are more about your stuff than about general for the class so		
Jacob: Yeah.		
Diane: You can show him what you've gotten		
Jacob: Yeah.		
Diane: Say this is what I've been thinking about writing about		
Jacob: Um hm.		
Diane: Will that fit		
Jacob: Yeah.		
Diane: What you want here and can I apply the theories and concepts to the concept of how different groups justified it		
Jacob: Um hm.		
Diane: Or what do you want more? And you could easily bring in the historical background for each of your groups.		
Jacob: Right. Right.		
Diane: That doesn't seem to be a problem. But I just want to be sure and it's always best to check with him and he's very open to		
Jacob: Yeah.		
Diane: To helping the students so it's good to go to him. All right?		
Jacob: Um hm.		
Diane: Ok. So have you started reading any of those? Did you get to read any of them?		
Jacob: Yes.		
Diane: Oh good. Can I take a look at what you did for your reading? That's good.		
Jacob: Well that's mostly um for the ah the reservings we had to do for um the class the class		

stuff but um I looked over a little bit of the articles that we got		
Diane: Ok. So you first started reading some of the reserved ones		
Jacob: Yeah.		
Diane: Plus the ones you got?		
Jacob: Yeah.		
Diane: Ok.		
Jacob: Cuz, I know I know a little bit more like I know as far as like this stuff I know that its in here because I've already		
Diane: Ok good.		
Jacob: So I kind of tried to find some of that stuff.		
Diane: Good. Ok.		
Jacob: (pause) And then I got like the definition of ter- of terrorism		
Diane: Um hm. Good.		
Jacob: Um, (pause) and (pause) historical perspectives.		
Diane: And that's going to be very important.		
Jacob: Right.		
Diane: You need to have that.		
Jacob: Um hm. And forms of terrorism. (pause)		
Diane: Different types and he does mention types where did I see types on here?		
Jacob: It was (pause) oh maybe it was oh right here.		
Diane: Its saying it seems more to me that you're gonna use a lot from those and then you're gonna bring in the new stuff into it		
Jacob: Right. Yeah.		

Diane: But that he's providing you already		
Jacob: Yeah.		
Diane: With the core articles you need for this paper		
Jacob: Yeah.		
Diane: So that's, that's why I want to be careful that we don't go off		
Jacob: Right.		
Diane: On another tangent here		
Jacob: Right.		
Diane: With a lot of great stuff but it doesn't its not zeroing in on this.		
Jacob: Right. Yeah.		
Diane: So let's take a look at those.		
Jacob: All right.		
Diane: And then try to think of a way so how you're going to go about this? 10 days isn't that long a time.		
Jacob: Yeah.		
Diane: How many pages is it long is it supposed to be?		
Jacob: 6-12.		
Diane: 6-12 ok not including the references. All right. And you're a good writer and provided you don't get any of those stuck days. (laughs)		
Jacob: Yeah.		
Diane: You shouldn't be too bad (pause) Ok. (pause) Now this is the first paper that you've had to write where you've had to integrate so much stuff.		
Jacob: Yeah.		
Diane: You know in Animal Farm you're just integrating from one book really.		

Jacob: Right.		
Diane: Um so it's a big it's a big leap and to try and integrate six or seven articles		
Jacob: Yeah.		
Diane: And the biggest challenge of this, what do you think it will be?		
Jacob: Um (pause) writing it probably.		
Diane: The writing it and actual coding it into a paragraph		
Jacob: Yeah.		
Diane: Will be the biggest challenge?		
Jacob: Yeah.		
Diane: Actually I think I don't think you're going to have that much trouble with that part of it. You phrase things well you have good you know sentence structure, language all that comes out pretty well.		
Jacob: Yeah.		
Diane: What's gonna to happen before you get to that point? Are you ready for that? Sit down and start writin' it?		
Jacob: Yeah.		
Diane: Yeah?		
Jacob: Well the, the problem I just have is its like getting started		
Diane: Yeah.		
Jacob: Cuz the introduction is the hardest part.		
Diane: Um hm. That is that's the		
Jacob: But once I have what I know I need to focus on sometimes you know it flows but		
Diane: And in this case the getting started will have a lot to do with getting some kind of a picture of all the pieces of it.		
Jacob: Yeah.		

Diane: Because you won't know where to start until you try to look at what the parts are gonna be.		
Jacob: Right.		
Diane: All right. Um let's just brainstorm a little bit on that. Ok. So you know from this just tell me some of the things from here that you know. Start starting with the assignment description and then we'll take a look at them and see what you get. So we know you have to include what?		
Jacob: Ah types of terrorism.		
Diane: Types. Good what else?		
Jacob: Historical development.		
Diane: Good.		
Jacob: And the social changes or responses to terrorism.		
Diane: Good. Excellent. And responses to it good. Um any thing else.		
Jacob: Um. (pause) well there isn't anything else		
Diane: (laughs) You have that highlighter right at the top. Good and the theories. All right. And then all these are gonna be applied to specifics		
Jacob: Right.		
Diane: Ok. Um let's take a look at these and see which ones go with which.		
Jacob: All right.		
Diane: All right you read this article already I see cuz you highlighted it which is great. What was this about?		
Jacob: Um. Well its basically just an introduction to terrorism like what, what terrorism is and		
Diane: Um hm		
Jacob: Um different types of terrorism		

Diane: Um hm.		
Jacob: Cuz you better understand you know of what um terrorism actually is		
Diane: Hm. So and I see what, what does this fit under like political, terrorism		
Jacob: There's different types of terrorism.		
Diane: Right. Good. So that applies to this		
Jacob: Right.		
Diane: And you also said it starts off with what terrorism is		
Jacob: Um hm.		
Diane: So would you say definition would go with this? Definition and types?		
Jacob: Yeah.		
Diane: Definition and we'll probably have them somewhere near each other. And then the various types within that.		
Jacob: Right.		
Diane: Ok who's that author?		
Jacob: Um. I think its Bosworths or is it Segal?		
Diane: Um Segal um Segal yeah.		
Jacob: Segal?		
Diane: Yeah. This is just what we're just trying to do here is sort out so you'll know where to start ok? Cuz I know that is a hard part gettin' going and there's so much here um if you were doin' just a general research paper, where you were thinking you were gonna do		
Jacob: Right.		
Diane: Ah based on that then you would organize this a little differently but here we're trying to say what's he got here that he's given you? Cuz there's, there's a clue in that.		
Jacob: Right.		

Diane: And there's a clue in this and now we can start to see these are these are directly related to these.		
Jacob: Yeah.		
Diane: Ok. So that's one part. All right. And is that is that what covers that whole article or is there more on there? Is there any other topics?		
Jacob: Um. Let's see here. (pause) Ah what is a terrorist?		
Diane: Who, who, who it is the terrorist?		
Jacob: Oh yeah who is the terrorist.		
Diane: Ok where would that go? Would that be a separate section?		
Jacob: Um. (pause) Yes I would say a separate.		
Diane: Yeah and where would you where would you think that might go in? Will it go with anything that's there or separately		
Jacob: It might, it might be able to go with the, the social changes.		
Diane: Ok let's put it near it right there then. Who is the terrorist? All right. And I do see what do they have also in there.		
Jacob: The responses to terrorism.		
Diane: Yeah. So let's put Segal over here too. So that later on you're gonna organize this in some way that that says I know right now you don't have that in your head yet. So we're just makin' a list here of everything we've got to deal with. Ok? (pause) This is what, what remember we call it the browsing reading before when we were looking through the other article.		
Jacob: Yeah.		
Diane: That's all we're doin' right now.		
Jacob: Yeah.		
Diane: And you can't you can't actually start the writing until you've done it. What was that first article that was underneath that is that		

anything?		
Jacob: Ah this is the one regarding um the		
Diane: Oh the security search		
Jacob: Yeah.		
Diane: Ah yeah ok. So put the ones you found on your own separate huh.		
Jacob: I think…		
Diane: Good. Ok. I just wanted to make sure it wasn't one of his that we were skipping by any chance there (laughs). K good. (pause) that's scrap yeah. Some of my interesting scrap paper.		
Jacob: Huh.		
Diane: Ok. Think you can tell me what's in here that might help you out.		
Jacob: (pause) Who uses terrorism?		
Diane: Ok. So what part would that go with?		
Jacob: Um.		
Diane: This is Segal too and who's that one there that you got who uses it?		
Jacob: Um. Settenberg, Setterberg.		
Diane: Setterberg ok. So that will go with that too ok you so because when you start writing this you're not gonna write like all of Segal's stuff and then all of Setterberg's and		
Jacob: Right.		
Diane: Then all of Smiths.		
Jacob: Right.		
Diane: You'll go if when you're writing who is the terrorist you'll make sure you check both those authors cuz they both write about it.		
Jacob: Right.		
Diane: And what does he get into?		
Jacob: Um.		

Diane: Or she.		
Jacob: It's ah a certain different types of terrorism.		
Diane: Oh ok. So where do we have types here?		
Jacob: Ah we have right there		
Diane: Good. So here you can do that part now. Good. Just in there. Doesn't have to be in any special order or anything. Just scribbling it up now. (pause) Good. (pause) Hm. Now once you look at these articles you really see what he means here this is clarifying the assignment a lot too.		
Jacob: Yeah.		
Diane: Ok. (pause)		
Jacob: Myths.		
Diane: Oh more myths huh. This is probably one of the theories and concepts these myths go in under that. Ok so let's put a little thing like that all right? Myths and one is from your class notes right?		
Jacob: Yeah.		
Diane: From John Hill and what was who's this		
Jacob: Ah		
Diane: This myth.		
Jacob: Setterberg again		
Diane: Setterberg yeah put his name there. (pause) Ok. (pause) Do you want a folder with pockets in it or anything? Would that help with keepin' all these now that you got so many articles?		
(pause)		
Jacob: Another, another article by Setterberg.		
Diane: Oh, oh so what was that how are we gonna distinguish the two Setterberg articles?		

Jacob: Um. (pause) it's from the same		
Diane: Oh ok.		
Jacob: The same thing just different chapters.		
Diane: We called that one number two.		
Jacob: Yeah.		
Diane: Well let's do that huh?		
Jacob: Yeah.		
Diane: Just so you can find it easil[y] oops. There. Number four. (pause) While you're doing this you may also find some of the things he wants you to add into your um the midterm.		
Jacob: Right. Yeah.		
Diane: So if you do. You can highlight them in a different color or something so you can find 'em easy.		
(Pause)		
Jacob: This talks about um (pause) um senselessness of terrorism that terrorism isn't it's like ah telling a reign of people just because you ought to. It's more like they have a purpose for, for um doing it.		
Diane: Um hm. Where would that fit?		
Jacob: Ah		
Diane: Or does it need a new category or does it fit under any of the other's here?		
(Pause)		
Jacob: Um maybe under who is a terrorist?		
Diane: Could be.		
Jacob: Or um. (pause) ah theories and concepts.		
Diane: Um hm. There's one here that I, I think it might fit better but not necessarily true cuz there's less, when you're organizing a paper there's lots of different places where things could go it all depends on how you personally are		

seeing it.		
Jacob: Yeah.		
Diane: So it might come up under theories. Yes it will but I think you have something even more specific that…		
Jacob: Well, well it can also go under types of terrorism		
Diane: Yeah.		
Jacob: In like in like explaining		
Diane: I think so. Definition and types.		
Jacob: Yeah.		
Diane: Cuz in a definition when you're defining something you can define what it is but you can also to define it define what it is not too.		
Jacob: Right.		
Diane: It's not just random acts of violence		
Jacob: Right.		
Diane: All right so let's put Setterberg oh you already have Setterberg number two there and four is gonna go in there too. All right.		
(Pause)		
Jacob: Um Psychology of Terrorism.		
Diane: Where would that probably go?		
Jacob: Prob-, probably would go same place.		
Diane: With the types? Possibly. Where else might it go?		
Jacob: Um who is the terrorist?		
Diane: Um hm. Read a couple of the first sentences there and see if they're focusing more on the psychology of the individual		
Jacob: All right.		
Diane: Or sometimes they use the word more loosely and maybe it does fit in better with types.		

Jacob: All right. Um one version of the myth of terrorism is as senseless violence reduces such activities to the product of a dis- disease or fanatical mind. As with other myths, a significant truth may lie at the heart of this simplification. Terrorist behavior whether done in the name of change or per-servation certainly dos- deviates from what we usually consider a normal social interaction. We might responsibly expect therefore that some deviant personality type might stand out from the background of normal people.		
Diane: Is that giving you a lead now as to whether this fits in better with types of terrorism or who is the terrorist? Does that lead you in any?		
Jacob: Um		
Diane: Lead you either way there?		
(Pause)		
Jacob: Ah it's more generalized		
Diane: Um hm.		
Jacob: So I'd say um it could go in any I mean both		
Diane: Um hm. Try just the first sentence of the next paragraph. Just to see just to get an idea of what he's really focusing on in that section he should he should develop a focus and it is still pretty general you're right. That first paragraph.		
Jacob: Whatever the value of such ah preventative psychology the more sophisticated profiles are generally classified. May exaggerate the appearance of deviance. Consequently such profiles may be of more use in detecting the lone psychotic than the representative of the group.		
Diane: All right. Let's look back here again. Who does it is it focusing more on terrorism or terrorist?		
Jacob: Terrorism.		
Diane: Terrorism?		
Jacob: Yeah.		

Diane: The lone psychotic		
Jacob: Yeah.		
Diane: Person		
Jacob: Yeah.		
Diane: Who might do a crazy thing		
Jacob: Yeah.		
Diane: Is that more about the person or the um this behavior of terrorism?		
Jacob: Well it I mean it is depends on how you look at it I guess it could be the terrorist.		
Diane: Um hm. Could be. Let's read a little further and see what he's focusing on. Cuz this is a little tricky here and sometimes things seem to overlap and that's one of the decisions when you are writing a bigger paper and integrating where do I put this? Does it fit better in section one or section four?		
Jacob: Um hm.		
Diane: And that's that's a decision you're thinking about now. See if he focuses more on the individual people or on the different kinds of terrorism that actually have taken place.		
(Pause)		
Jacob: The whole point of the plotters in the latter case would be to preserve the appearance of normality. Whatever their deviant intentions. In this regard we might note the case of the Irish woman who unknowingly was carrying a bomb onto an LI flight, flight at the um instigation of her Palestinian lover. So um must, must talk about individual terrorists.		
Diane: Um hm. And try the first sentence of the next paragraph. Again you're just doing browsing reading just to try to get an idea		
Jacob: More serious questions also play the notion of a singular terrorist personality. First as we previously noted the emphasis on personality often tends to ignore the social and political environment. Terrorists' personality simply free floats above the social world wrecking havoc in response to his or her inner demons. This		

suggests a second difficulty time for the diversity of people focuses on systems associated with terrorism. And that's the individual terrorist.		
Diane: Um hm good.		
Jacob: Um finally we must also cope with the potential paradox that terrorism may not even be a sign or product of the deviants. Terrorists co-aherts could become the norm. The transformation clearly occurs when a regime systematically institutes a positive a-geniside. And they also occur if dissident terrorism is clearly support-inated and controlled by a successful strategy of revolutionary violence. Under these circumstances it may be the deviant personality that resists committing acts of terrorism.		
Diane: That's a little twist on it huh?		
Jacob: Yeah.		
Diane: Um. Again after reading just those few paragraphs there do you think he's focusing more on the types of terrorism or what who are the terrorists?		
Jacob: I'd go with the terrorists.		
Diane: Yeah. You had to read a few main sentences there because the beginning was, was all mixed in and even there they started mentioning the system again.		
Jacob: Yeah.		
Diane: So it's hard to know sometimes where to put it. But they are they are focusing I think more in the terror-ist.		
Jacob: Yeah.		
Diane: So when you're trying to answer that section that doesn't mean its not related to this		
Jacob: Right.		
Diane: And you may decide when you organize it that this has to follow directly upon this		
Jacob: Right.		
Diane: Or not.		

Jacob: Yeah.		
Diane: But that's, that's gonna be part of and thank goodness for word processors because you can do it and you can move it if it doesn't seem to flow well there or you know		
Jacob: Yeah.		
Diane: But up front its best if you try a little bit at least to get an idea of where you're heading.		
Jacob: Yeah.		
Diane: All right. So that's, that's Setterberg number four?		
Jacob: Yeah.		
Diane: All right. Anything else covered in that? Chapter? (Pause) You're tryin' the first sentences? Is that what you're doin'? Good. You don't need to read the whole thing right now.		
(Pause)		
Jacob: Ah more stuff on types of terrorism.		
Diane: Types of terror-ism.		
Jacob: Yeah so, terror tactics		
Diane: Ah. So this will come up here then? We have four up there so that's ok good.		
Jacob: Acts of terrorism it's….		
Diane: Could that have to do with the social change? And the responses to it?		
Jacob: Yeah.		
Diane: Can it bring about social change?		
Jacob: Yeah.		
Diane: Might have to do with the effectiveness.		
Jacob: Yeah.		
Diane: Have to put the word effectiveness. And we never think about it that way.		

Jacob: Yeah.		
Diane: How effective is it? Now let's see. That's Setterberg?		
Jacob: Yeah.		
Diane: Um hm. Ok good. You see how long this browsing part takes?		
Jacob: Yeah.		
Diane: And so many times it's like people think oh and this is some of the reason as soon as you get stuck and get paralyzed at the computer till you think oh I must have to sit down and write this paper.		
Jacob: Yeah.		
Diane: But without taking the time to do this and some of its just no pressure right now no, no making decisions.		
Jacob: Yeah.		
Diane: Just browse through it and get an idea of what you got. And then you can let that, you know, float around in your brain a little bit. (laughs)		
Jacob: Um they have stereotypes of terrorism.		
Diane: Stereotypes of it. Where would that go?		
Jacob: Um. (pause) Um under theories and concepts.		
Diane: Um hm. Good. Anything else?		
Jacob: Um. (pause) It could go under types of terrorism.		
Diane: I think so. This is this is the most general thing up here practically anything can go under theories and concepts		
Jacob: Yeah.		
Diane: So as in that way it's not the best organizing sort of principle		
Jacob: Yeah.		

Diane: Unless they clearly say there are five major theories of terrorism.		
Jacob: Right.		
Diane: And if we come to that, great. I think actually you did come to some. But when you're talking there about what was the quote you just read to me?		
Jacob: Stereotypes.		
Diane: Stereotypes. That sort of comes back to the things about what it is and what it is not.		
Jacob: Yeah.		
Diane: Because stereotypes will probably be what true or not true?		
Jacob: Um well partly true.		
Diane: Partly true good point. Yes. So maybe not really what it or what we might think terrorism is maybe we oversimplify ok. So let's put a little stereotypes in here. And who is it?		
Jacob: Um. O'Brien.		
Diane: O'Brien. Ok. (pause) This looks messy at this point. And it is. In my mind it's messy. Is it messy in yours?		
Jacob: Um yeah pretty much.		
Diane: Right now yeah. This stage and that's another thing a lot of times people will panic at this stage of it.		
Jacob: Yeah.		
Diane: And start getting like (breaths heavily) This is, I'm never gonna be able to do this. It's normal for it to be messy.		
Jacob: Yeah.		
Diane: You know. Normal so this paper looks like our brains right now.		
(Both laugh)		
Jacob: Um. And then there's social change.		

Diane: Ah good. And who's that?		
Jacob: O		
Diane: O'Brien?		
Jacob: Yeah.		
Diane: Ok.		
Jacob: (pause) responsiveness is also		
Diane: Hm. Responsive is there too? Ok. Good. All right. Now let's see if you can do it on your own paper oh is there one more? Oh, good.		
Jacob: Um…		
Diane: Ok. Just from just from the title or from any major headings can you tell me what what's the title of this one?		
Jacob: Um the Futility of um Home Land Defense.		
Diane: Oh. From the title where do you think it would go?		
Jacob: Um. Responsive…		
Diane: Absolutely. Who is it?		
Jacob: Ah. Carr C A R R.		
Diane: Thank you. Good. And you may find pieces of other ones but his main focus is definitely going to be here.		
Jacob: Right.		
Diane: Not about the types of terrorism or who is the terrorist although they may be in there.		
Jacob: Yeah.		
Diane: All right good. All right. See if you can, can sort this out a little bit and come up with sort of a plan, order, um and do it either on here or in your if you'd rather use the lined paper do it there. Redo it so that when you leave here it's a little clearer than this mess.		

Jacob: Yeah. We can start out with um the theories and um this could go into like the introduction.		
Diane: Which, which could?		
Jacob: The definitions and types of terrorism.		
Diane: Um hm. Yeah I think you would start there.		
Jacob: Yeah.		
Diane: Before you dive into any one theory		
Jacob: Right.		
Diane: It may be that these theories are gonna be spread throughout		
Jacob: Yeah.		
Diane: Or maybe that there would be a section about the theories and I'm not I don't know that cuz I haven't read those articles.		
Jacob: All right.		
Diane: As you read 'em if you see specifically there are five major theories then yeah give it its own section.		
Jacob: Um hm.		
Diane: If the theories are theories about who is the terrorist, theories about social change		
Jacob: Right.		
Diane: Theories about response well then they'll be		
Jacob: Right.		
Diane: But right now definitely you want to start off with		
Jacob: Right.		
Diane: What are we talkin' about here? (Pause) And then the stereotype part will be that's not a main thing but its some subheading under this so put that		

Jacob: Yeah.		
Diane: In somewhere so you know it's a subheading of that not the main whatever way is going to show you when you look at it visually you can see a subtopic I might talk about and then under there would be some of the stereotypes. (Pause) I like how you're doing that with sort of a separate column out here for the ah authors. That makes it clear and who's the author going to be for that one?		
Jacob: Um, Seprano.		
Diane: Um hm. Now I don't know about you but when I get rid of something like this one I've got a big tangle of stuff…that's done. And let's see what else you have left. (pause) So you started with what is terrorism and what are the different types		
Jacob: Right.		
Diane: Is there sort of a logical thing you might go to next?		
Jacob: Um who is the terrorist?		
Diane: Um I think so. I would too. Yeah and again there's not just one logic for it either.		
Jacob: Right.		
Diane: 20 people will write this paper and a lot of them will probably start off with what is it but beyond that its how your brain sees the link. (pause) Put number two and four there beside Setterberg so you'll know.		
Jacob: Yeah.		
Diane: I don't know if there's any there might be three and four, five and six I have no idea. Are those Sammy Setterberg's that are on the um		
Jacob: Um.		
Diane: Handout list?		
Jacob: I don't know. I think three might be on it.		
Diane: Yeah ok so, so just make sure you number them each time so that we won't get		

confused later. Check his um check his Blackboard thing.		
Jacob: Yeah.		
Diane: Cuz if there's some others that we don't have, you should get 'em.		
Jacob: All right.		
Diane: It might be pertinent to one of these sections.		
Jacob: There's, there's um two more after it.		
Diane: Yeah. Ok good.		
Jacob: So, um. (pause) I think social changes and responses would go last.		
Diane: Um hm. Um hm.		
Jacob: So.		
Diane: And if you think there could be something gonna be in between you can just leave a space and put it a little further down.		
Jacob: Yeah.		
Diane: Give yourself some space ta add in later.		
Jacob: Yeah I think that would be like the middle part.		
Diane: Um hm.		
Jacob: After who is the terrorist.		
Diane: Um hm.		
(pause)		
Jacob: Or actually…no		
Diane: Now remember you're not setting this in stone so you're just doing the best at what you see right now. As you write, you may decide oh now this has to come before this that's fine.		
Jacob: Yeah.		
Diane: But to at least have a plan to start with.		

Jacob: Yeah.		
(pause)		
Diane: I wrote that so messy I don't know if that's a four or what (laughs). Social change and responses to it. Oh Segal doesn't have any. Let's just see that doesn't have a number I don't know what that thing is. (laughs) I thought it was supposed to be like a two or a four the way Setterberg is it was just Segal. (pause) Are we on social change or that's just four…		
Jacob: That's just four		
Diane: Yeah, on the Setterberg one. This went up there with what is the terrorist.		
Jacob: Yeah.		
Diane: Which was…you got that down right? Good. And what's going to be a subhead under that one?		
Side two		
Jacob: Um. (pause) The effectiveness.		
Diane: Good. Yup. (Pause) Which is an interesting question to think about. I never even thought about that.		
Jacob: Yeah		
Diane: How effective is it? Has, has terrorism achieved anything? Have there been effective uses of it? (laughs) Kind of scary to think about but		
Jacob: Yeah.		
Diane: (Pause) Can you think of any? In what you've been studying?		
Jacob: Um.		
Diane: Have terrorists actually changed something?		
Jacob: Yeah.		
Diane:		
Yeah?		
Jacob: They question cases…but it's it depends		

on what you consider terrorism.		
Diane: Um hm. Good point. Like what?		
Jacob: I'm trying to think.		
Diane: All right, I'll be right with you. You can come in and sit down over there if you want while this is Sue she's umdoing her research some research that's why she's in here. Taping us. (pause) All right good. Did you write all of the names down for that one? Good. Excellent. All right. Now we'll get rid of this which is fun (laughs) (crumples paper) all right. What are you going to do when you leave? What's your next step here? What will you start with?		
Jacob: Um.		
Diane: What do you think you should do next?		
Jacob: Looking up the information and going over these parts.		
Diane: Um hm. Just one part.		
Jacob: All right.		
Diane: All right? Cuz there's nothing worse than getting overwhelmed and sometimes I know when you don't do stuff it's cuz you feel overwhelmed.		
Jacob: Yeah.		
Diane: It's not cuz you don't want to do it your motivated, you're bright enough to do it. But sometimes you get so overwhelmed by it you just get paralyzed.		
Jacob: Yeah.		
Diane: So here. The best way to do it is take a small chunk. That's all I want you to do between now and Wednesday.		
Jacob: All right.		
Diane: Is to do this one section.		
Jacob: All right.		
Diane: Ok. And do a rough draft I don't care if it's messy, I don't care if its perfect grammar or		

not, it doesn't matter.		
Jacob: All right.		
Diane: But see if you can pull together for me and that leaves you with two to three articles you're going ta select and all you're going to select from them is stuff on the definition and types.		
Jacob: All right.		
Diane: And nothing else and see if you could ah pull it together and write that.		
Jacob: All right.		
Diane: All right? Make sure as you're doing it whenever you draw from one of them you put the ah citation in.		
Jacob: Right.		
Diane: Because if you don't, it's murder going back later. (laughs)		
Jacob: Yeah.		
Diane: Who said that? You know? (both laugh) Just put it right in there.		
Jacob: Yeah.		
Diane: And especially on Setterberg be careful to put which one.		
Jacob: All right.		
Diane: And the page if it's a quote. All right?		
Jacob: Um hm.		
Diane: Just that one part. That's all you have to do. Is that feel doable?		
Jacob: Well, well how will I how will I do this? Like um just put like Setterberg and then put like		
Diane: The format for the thing?		
Jacob: Yeah.		
Diane: Yeah if you want to start off right away doing the right way, put a parenthesis		

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Jacob: Yeah.		
Diane: Yeah if you want to start off right away doing the right way, put a parenthesis		

Jacob: Yeah.		
Diane: Setterberg and let me see one of the Setterberg articles. (pause) You see the date? Comma.		
Jacob: Right.		
Diane: 1998. '89 (laughs) I'm dyslexic.		
Jacob: And then the page.		
Diane: And if it's a direct quote you need comma small p period you don't if its not however for the purposes of this rough draft it might be good to put the page number down in case we have to go back and check anything. See if it's reworded properly. Ok?		
Jacob: Yeah, yeah I, I usually put the page down anyways.		
Diane: Yup. So comma small p period.		
Jacob: Small p period.		
Diane: And then the page number.		
Jacob: And if it's the ok this is from the last report so		
Diane: Yeah.		
Jacob: Let's say like should I put…or just put…		
Diane: Put right now just put the author and the date and put the page it is in your handout. That's the one I actually called the library about and even they said its such a mish mash on this because that's not the page its listed on here is not the actual page.		
Jacob: Right. Right.		
Diane: And they said some people try to estimate what page it is and it doesn't seem to be much of a other people count paragraphs that's what they said you put down paragraph 47.		
Jacob: Huh.		
Diane: Which even they thought was crazy so.		

And since he knows you use he's, he's posted these.		
Jacob: Right.		
Diane: These those aren't the ones you found but this is the one's he's posted so		
Jacob: Right.		
Diane: You can ask him that. Ask him if you can use the page number on the handout.		
Jacob: All right.		
Diane: All right?		
Jacob: (Pause) All right.		
Diane: Ok. So just that. Does that feel doable and comfortable?		
Jacob: Yeah.		
Diane: Good.		
Jacob: So, so it doesn't matter which one doesn't matter which ah chapter it came from just put		
Diane: If you're going to use page numbers, it won't matter.		
Jacob: Yeah		
Diane: Yeah.		
Jacob: Ok.		
Diane: They're from the same book I presume the two Setterbergs' yeah so just the page numbers would be so in that case yeah put the page number for everything.		
Jacob: All right. Sounds good.		
Diane: All right?		
Jacob: Yup.		
Diane: Good. All right let's. I'm glad you got a good start on that. It is a lot to do and, and but and its not that you delayed on it.		

Jacob: (laughs) yeah.		
Diane: It wasn't assigned till now so just…you know. If you have that first section done and you figure a section every two days.		
Jacob: Yeah.		
Diane: And you're going to talk to Jim still about exactly what he means by apply these to cases does he just mean throughout? You're not actually doing one case study I don't think.		
Jacob: Right. This is actually a Secks.		
Diane: Oh, oh, oh ask him (laughs). I keep thinking that's Jim Meehan every time. Yeah.		
Jacob: Yeah well he did the midterm.		
Diane: Yeah		
Jacob: And Seck's doing the		
Diane: Yeah uh huh talk to him about it		
Jacob: The term paper and final.		
Diane: Yeah. (pause) yeah he may be a little bit more um vague about stuff and (laughs). A little vague. Interesting but a little vague. Nice guy.		
(both laugh)		
Jacob: Yeah.		
Diane: Vagueness we can tolerate. (laughs). All right you're going to get outside and get some fresh air?		
Jacob: Yeah.		
Diane: Yeah.		
Jacob: I might go to the Blue Hills.		
Diane: Oh good. Yeah. Walk around Houghton's Pond. That's up where I live. It's beautiful.		
Jacob: Is it? I haven't been by there yet.		
Diane: It's a beautiful place to walk. Oh well go you go up to the toward the highway right?		

Jacob: Right.		
Diane: And where the big light is up there.		
Jacob: Yeah.		
Diane: Get in the left lane and there will be a left arrow. Don't		
Jacob: Actually, I walked by it one time. We were um, um doing a walk with the out- outdoor club		
Diane: Yeah.		
Jacob: And we got lost		
Diane: Oh.		
Jacob: And we ended up all the way over there. So. I didn't, didn't walk by it.		
Diane: Beautiful this time of year. Ducks and stuff. You've been up there haven't you Malick? Maybe Leah will go with you, she wants to go for a walk.		
Jacob: Yeah. I told her to call me if she wants to		
Diane: She told me today she wants to get out and start moving and doin' stuff so		
Jacob: Yeah.		
Diane: Maybe she just needs a little		
Jacob: Motivation?		
Diane: Yeah. I think you'd be a good motive (laughs) Probably get half the girls at school to go for walks if you invited 'em. (pause) How bout everything else? Is everything else ok that ya…you know we haven't spoken on that so much if there is something major coming down the road here.		
Jacob: No this is a major thing. I can handle everything else.		
Diane: Good. Excellent. That's great. (pause) I notice Malick is so quiet oh that's because we're being taped.		

Sue: You can be on the tape Malick, that's all right.		
Diane: I know. He usually comes in and chats with people and you know he's very social (laughs) it's interesting to see him quiet.		
(all laugh)		
Diane: The other side.		
Sue: Now he's going to talk quietly.		
Diane: Well he's not loud but he is talkative. (laughs) Me I'm loud and talkative. (laughs)		
Sue: That's a good combination.		
Diane: Yeah.		
Sue: Thanks guys.		
Diane: Jacob is quiet and not too talkative. (both laugh) I have a feeling he'll get more talkative the more we know 'em. Is that generally true of you?		
Jacob: Yeah.		
Diane: Yeah.		
Sue: Well		
Jacob: kind of um I usually, I don't talk much I unless I have something to talk about. I don't, I don't small talk.		
Diane: Yeah.		
Jacob: Not good at that.		
Diane: Yeah. You like to talk about important things?		
Jacob: Yeah.		
Diane: Well you two will usually come in and start a conversation with what's here but it's not the kind of significant. Come to think of. Heavy, heavy discussions.		
Jacob: Hm.		

Diane: Some time you two will have to talk. (pause) ok, thank you very much Jacob.		
Jacob: All right.		
Sue: Thanks Jacob.		
Jacob: Yeah.		
Sue: See ya. We'll be in touch.		
Diane: See you Wednesday.		
Jacob: All right.		
Diane: Is it Wednesday?		
Jacob: Ah.		
Diane: Ah whatever day you can come got here on Thursday. Ok. Good.		
Jacob: All right. See you later.		

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