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The Effects of Service Learning on middle and high school students with emotional disturbance

Arthur E. Brandt
University of Wisconsin - Eau Claire

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THE EFFECTS OF SERVICE-LEARNING ON MIDDLE AND HIGH SCHOOL
STUDENTS WITH EMOTIONAL DISTURBANCE

By

Arthur E. Brandt

A Thesis Submitted in
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THE EFFECTS OF SERVICE-LEARNING ON MIDDLE AND HIGH SCHOOL

STUDENT WITH EMOTIONAL DISTURBANCE

By

Arthur E. Brandt

The University of Wisconsin-Eau Claire, 1998
Under the Supervision of Dr. Bonnie McCarty

A qualitative investigation into the efficacy of the integration of service-learning

into the curriculum for emotionally disturbed students as a means of fostering

social/emotional well-being was considered in this thesis. Two separate service-learning

approaches were used to observe the effects of service-learning on (a) school related

behaviors, (b) academic performance, (c) positive shifts in empathic feelings, (d) improved

self-esteem, and (e) individual locus-of-control.

Two case studies, one group and one individual, were completed over an 11 month

period in two different service-learning environments. Participants were 12-15 year old

boys with emotional disturbance. Data were collected using formalized pre and post-test

assessment in combination with informal observational data and permanent products.

Data was analyzed using visual comparison of test results and qualitative analysis of

observational notes.

Results demonstrated that an emergence in positive growth in both

social/emotional and academic domains occurred after service-learning intervention and

showed that students in both case studies were affected by the service-learning

intervention in the areas of school-related behaviors, locus-of-control, self-esteem, and

academic achievement. Data were inconclusive and vague when measuring empathy.

More dramatic changes regarding the questions of this study were observed in the

individually tailored service-learning case study.

Thesis Adviser   Date

ACKNOWLEDGMENTS

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CHAPTER 1

INTRODUCTION

There has always been something powerful about the prospect of combining

service with learning for children in the public or private sector. Terms such as

volunteerism, community service, community-based learning, study service, youth service,

cooperative education, school-to-work and experiential education have been used

interchangeably in the development of programs that require service and learning (Shumer

& Vue-Benson, 1997; Toole & Toole, 1992). In the last 20 years the concept of service-

learning has been developed and redefined as different from volunteerism; underscoring

the need for systematic service to others to affect the ability of students to share care and

concern for others. Service-learning differs from its counterparts of the past and present

in that the definition has been reworked to suit the goals of education. Service-learning as

described in the literature is an "an organized pedagogy that you do with people and is

integrated into and enhances the academic curriculum" (Toole, 1995, p.22). Emery and

Turpin (1996) reflect that "service-learning promotes a caring community of learners that

work collaboratively to improve the school/community culture" (p.15). Toole and Toole

(1992) explain this organized pedagogy of service and learning as a blend within the

curriculum that emphasizes both learning and service outcomes. Service-learning includes

academic encouragement, social growth, active involvement, and service to humankind

(Kiner, 1993). Service-learning is a "form of experiential learning where students apply

academic knowledge and critical thinking skills to address genuine community needs"

(Toole & Toole, 1994, p.23). In addition to helping those they serve, service-learning

activities to promote students' self-esteem, develop higher-ordered thinking skills, and

make use of multiple abilities, through authentic learning experiences (Kahne &
Westheimer, 1996; Retish, Wade, & Yoder, 1996).

Service-learning, as a philosophy, has been in practice for more than 100 years in
the public education system in the United States. Service-learning has evolved from early
moral and ethical-based philosophies in the early stages of education that expected
teachers and school personnel to teach the values of the "Golden Rule" and the Ten
Commandments; to focus on fostering virtue, righteousness and the establishment of good
will toward oneself, others and community.

The philosophy of service toward and for others has been an ideal that has been
very important in all cultures and became especially important in the United States in the
latter part of the 20th Century. John F. Kennedy made his plea in the early 60s and Lyndon
Johnson renewed the call for a "greater society" to exist. Programs such as Vista and
Peace Corps and Neighborhood Youth Corps to flourish. Ronald Reagan and George
Bush again called upon the people both in the private and public sector to volunteer for
the good of the country (Kahne & Westheimer, 1996). The Clinton administration passed
the National and Community Service Act of 1990 and the National Service Trust Act of
1993 setting the stage for the development of new initiatives
to encourage and foster the ability for youth to continue to perform service for their
country (Kahne & Westheimer, 1996). The ideals of service to one's community, school,
and country were part of the educational philosophy for students in the junior and senior
high schools at the turn of the century and were woven into the fabric of the educational
processes of the 20th Century. Incentives to serve the immediate and greater communities
in which these students live have ranged in form from monetary remuneration to altruistic

motivation. Out of the philosophy that encourages the ideals of service toward others has

come the broad-based notion of service only to the fundamental truth that when service in

the combination of learning takes place then there is something more dynamic happening.

"Whether it is the settlement houses of the early 1900's, the concerns about social

relevance of the 1960's, the youth participation movement of the 1960's and 70's,

"volunteerism" of the 80's and the altruistic attitude of the 90's, the theme of integrating

community and public service with reflective service is the same" (Watts, 1996, p.27).

With the advent of PL 94-142 and the authorization of the Individuals with

Disabilities Education Act, 1997 (IDEA), many students with special needs have been and

will continue to be placed into the mainstream of public schooling. Children with

emotional disturbance, along with other special education counterparts (i.e., learning

disabled, cognitively disabled, visually impaired, physically challenged) have slowly

become members of the mainstream experience through the cooperative efforts of special

and regular education instructors. Although there has been some research regarding to

service-learning and students with learning disabilities, the research is very vague in

regards to youth with emotional disturbance. It is the researcher's premise that youth who

are emotionally disturbed will benefit from the service-learning paradigm as do their

"regular education" counterparts.

<u>Definition of Terms</u>

Kendall (1991) found there to be at least 150 labels that have been applied to

programs that in some form provide a learning experience that relates to what is learned in

school to how the world operates (Murdock, 1997). The following terms have been and

are still being used at different times to help define what a school or community might

need to support specific educational pedagogies, political incentives, and moral initiatives which help guide youth to be able to connect and serve. (Kahne & Westheimer, 1996; Hartle & Rugen, 1994).

<u>Definitions</u>

- <u>altruism</u>: unselfish devotion to the interests and welfare of others (Thorndike-Barnhart Dictionary, 1988)

- <u>community based learning</u>: any experience which occurs in the community; i.e., internships and apprenticeships (Toole & Toole, 1992).

- <u>community service</u>: volunteering done in the community and much of the time in schools (peer tutors, assisting immigrants, reading to young children) (Toole & Toole, 1992).

- <u>emotional disturbance</u>: See Appendix A for legal definition of the term, emotional disturbance/behavior disorder as mandated by the State of Wisconsin PI 11.35(2)(g), Wis. Adm. Code, (1995).

- <u>empathy</u>: a person's emotional responsiveness to the emotional experience of another (Schonert-Reichl, 1993) or "a general disposition of perceived emotional responsiveness for others' emotional experiences" (Bryant, 1987).

- <u>experiential learning</u>: learning in which the learner is directly in touch with the realities being studied rather than simply reading, hearing, or talking about these realities (National Youth Leadership Council (1990) from Lofquist, 1987).

- <u>locus-of-control</u>: the generalized expectancy of reinforcement as either internal or external to self. Internal locus-of-control is the expectation that

reinforcement is the result of one's own effort, ability or characteristics or behavior; an external locus-of-control is the expectation that reinforcement is the result of chance, fate, luck, or powerful others (Chubb, Fertman, & Ross, 1997).

- self-esteem: "how much a person likes, accepts, and respects her/himself as a person" (Harter, 1990 from Chubb, Fertman & Ross, 1997, p.114).

- service-learning: the blends of both service and learning goals in such a way that both occur and are enriched by each other. Students use higher order thinking skills to make sense of and extend the formal learning experience. (Toole & Toole, 1992). A structured learning component which links the service performed and the school curriculum (Brill, 1994). "Making a difference through the actions of caring for others through personal contact, indirect service, civic action, either in the school or in the community, with structured preparation and reflection" (Kurth, 1995, p.37).

- service-learning programs are: (1) the work done by students that focus on addressing community, human, or environmental needs from a service perspective; (2) programs that have components that actively foster, monitor and assess students' learning about the larger social or global issues behind the needs being addressed in the community; and (3) programs that are designed to respond in careful balance to the goals of the host or organization that it serves, the student, the instructor, and the school" (Watts, 1996, p.27).

- study service: the same as service-learning, a popular term used in England (Toole & Toole, 1992).

- <u>youth service</u>: may include all the service terms that refer to a movement or approach. Service learning, community service, peer helping, etc. are examples (Toole & Toole, 1992).

- <u>volunteerism</u>: people who of their own free-will and without pay, perform some service or good work (Toole & Toole, 1994; Thorndike-Barnhart Dictionary, 1988).

Statement of the Problem

Service-learning has been demonstrated to be an effective learning experience for students in the mainstream. The impacted domains are: (a) social growth, (b) development of caring and concern for others, (c) academic enrichment, (d) change of locus-of-control, and (e) heightened visibility for adolescents in a positive light with peers, school staff, community and care takers. Whether service-learning effects a students' socialization, behavior, attitudes, attendance, academic skills, functional skills and relationships with non-disabled peers and the community at-large is the question facing practitioners wishing to incorporate service-learning as a viable social/emotional curriculum component for students with emotional disturbance (Brill, 1994). Service-learning has the potential to be a valuable tool for the special and regular educator alike in the school setting. Service-learning is an intervention that can enhance teacher/student contact in a creative and caring atmosphere. The teacher can use the service-learning interventions to help avoid stagnation and burnout and to make already available curricula and ideas come to life (Cooley & Youvanoff, 1996; Kinsley, 1997; Klemm 1997; O'Flanagan 1997).

The investigation into the use of service-learning in regard to the programming of

youth with emotional disturbance is based on a premise that children with emotional disturbance are neglected and rejected at school and that a deficit model of instruction has at times guided the field of special education to promote fragmented learning and dependence. Individual Educational Plans (IEPs) have focused primarily on deficits and what students cannot do (Anderson, 1997; Brendtro & Seita, 1995; Dangel & Ensminger, 1992; Hall, 1995; Taylor-Dunlop & Norton, 1997). The question arises as to the efficacy of service-learning in regarding children with emotional disturbance. Does service-learning participation positively benefit youth with emotional disturbance? The use of service-learning experiences in school and community for students with emotional disturbance is predicated on the fact that students with emotional disturbance can be driven by the goal that they will develop their intellectual skills, attitudes, values, and behaviors in order to prepare to become productive citizens with healthy lifestyles (Emery & Turpin, 1996).

Purpose and Research Questions

The purpose of this qualitative study was to observe students with emotional disturbance in a natural setting to examine the effects of service-learning on (a) school related behaviors, (b) academic achievement, (c) empathy/social perspective, (d) self-esteem, and (e) locus-of-control. The focus of the research concerns service-learning and its efficacy in the education and learning of emotionally disturbed youth in the school setting. The following questions guided the study:

- Does the participation in service-learning effect school related behaviors of middle/high school students with emotional disturbance?

- Does participation in service-learning impact academic performance?

- Does participation in service-learning effect social perspective taking and/or empathy in middle/high school students with emotional disturbance?

- Does participation in service-learning effect beliefs regarding locus-of-control in middle/high school students with emotional disturbance?

- Does participation in service-learning effect self-concept/self esteem in middle/high school students with emotional disturbance?

Summary

In summary, this study examined the use of two service-learning models with students that are identified with having emotional disturbance. This chapter introduced the concept of service-learning and presented the possibilities and uses of service-learning with students in grades 7-10 who are emotionally disturbed. The purpose of the study and the questions that have structured the research were included.

The review of the literature in Chapter 2 will provide the reader with current information and research that are available on service-learning and pertinent information needed to understand the process of the use and evaluation of the service-learning model with students who are emotionally disturbed. The review of the literature looks at the historical perspective of service-learning in our schools, the educational implications, and the future possibilities and impact service-learning can have on youth with emotional disturbance.

A discussion of the research methodology employed in the study of service learning will be presented in Chapter 3. This study used qualitative methods and focused on a small sample of carefully selected students. Chapter 4 presents the results of two different service-learning case studies involving five students. Chapter 5 is a discussion

of the results and the educational implications and justification for the use of service-learning in the school community to enhance the social and academic growth of students with emotional disturbance. The impact of service-learning on the students, school, family and community will be discussed and recommendations for future research will also be presented.

CHAPTER 2

REVIEW OF LITERATURE

The primary purpose of this study was to examine the concept of service-learning

philosophy, curriculum and use with students identified with an emotional disturbance.

The literature suggests that service-learning has a substantive place in education as it

promotes stronger bonds between students and the greater community. It promotes

personal self-esteem, and it enriches the academic curriculum. There is little information

available as to whether service-learning is being used for the same purposes and with the

same success with students that are emotionally disturbed (ED).

The literature review provides information currently available regarding the

theory and practice behind the paradigm of service-learning and why there is a need for

its use in the programming for youth who are emotionally disturbed within the school

community. The educational implications and resources for service-learning, as noted in

the literature, are presented.

Service-Learning Constructs

The combining of service and learning differs from other forms of community and

public service programs in that the new paradigm of service-learning combines a method

where students develop through active participation in well thought-out organized service

experiences with outcomes for student learning over and above the notion of community

or work-service. "Service-learning is the blending of service and learning goals in such a

way that the two reinforce one another. It connects student service with traditional

classroom instruction, learning, and reflection. Service-learning is a philosophy of

education, as well as a service to the community" (Brandell & Hinck, 1997, p.49). There

are many definitions to consider in the service field that differentiate service-learning from volunteerism, community service, community based learning, study service, youth service, experiential learning, and a host of other terms that attempt to define service to others and oneself (Emery & Turpin, 1996; Kendall, 1990; Toole & Toole, 1992). Toole and Toole (1992) believed that service-learning is the blending of both service and learning goals in such a way that both occur and are enriched by each other. The shift from cooperative education in the schools to a service-learning focus has been achieved by shifting the focus from simply just doing a job well, to that of contributing to the community, and the reflection of "self" in conjunction with learning (Watts, 1992). Service-learning has been researched more within the middle school/junior high community as a supplement to the educational process. Relying on the fact that adolescents in their early stages are not as self-centered and self-serving as many perceive, service-learning curricula and special projects that incorporate the vitality and inquisitiveness of adolescents have become popular (Emery & Turpin, 1996; Hughes, 1996; Kiner, 1993; Learning, 1995). Willis (1997) believed that there is a need for relevance in serving and learning to help students enhance their academic activities and provide a stronger understanding of themselves and of the communities in which they live. Service-learning blends both service and learning within a curriculum that emphasizes both learning and service outcomes (Toole, 1992). The connection to students with an emotional disturbance is that they too, like their "regular education" peers can be "driven by the goal that they too will develop their intellectual skills, attitudes, values, and behaviors in order to prepare for healthy lifestyles and to be productive citizens" (Emery & Turpin, 1996, p.15).

Shumer (1997) stated that there are many factors that contribute to good programs and good educational practices pertaining to service-learning. Needed are "(a) strong leadership from those that believe that service-learning works, (b) strong administrative support, (c) the philosophy that the greater the time devoted to the experience, the better the achievement in academic and affective domains, and (d) the more connected to school goals and learning agendas the better the change to make a connection between service and learning" (p.19). In a 3 year study, Shumer (1997) stated that a well-defined and designed service-learning project resulted in many positive effects for students. Blyth and Scales found, as cited by McPherson (1997) that service-learning (a) significantly improved various dimensions of personal development, (b) significantly improved various dimensions of intellectual development and academic success, and (c) improved various dimensions of citizenship. In addition, McPherson (1997) found that students involved in service-learning projects believed that they had a greater than usual autonomy and responsibility for their learning.

Murdock (1997) in her review of the literature regarding service-learning, referenced two factors that distinguish service-learning from other community service programs: (a) service-learning programs explicitly included features which foster participants' learning about the larger social issues behind the human need they are trying to help address, and (b) service-learning was further separated from community service by an emphasis on reciprocity. Reciprocity is the exchange of both giving and receiving between the server and the person or group being served (Kendall, 1991).

Issues of Locus-of-Control, Self-Esteem and Empathy

Teachers can play a vital role in the altruistic development of emotionally disturbed children. It is hypothesized that the introduction of the service-learning curriculum can supplement and encourage growth in the social/affective domains in the school setting so that skills learned through service learning can be carried out the school doors to the greater world. The value of service-learning education has been widely studied within the non-handicapped education population from elementary through university grades to a assess the altruistic outcomes of students and their interactions with the greater society, while also increasing academic knowledge (Anderson, 1995; Claus & Ogden, 1997; Dill & Haberman, 1995; Forte, 1997; Lewis, 1996; Moon & Roberts, 1997). The notion of combining service with education seems to be essential for educating the next generation about human needs and about their responsibilities to their communities in their careers, peers and in their lives as active citizens (Kendall, 1990). Through service-learning, students will be exposed to adults who model cooperation; concern for others; respect for property; and the personal qualities of honesty, responsibility, and reliability (Conrad & Hedin, 1981; McPherson, 1997; Retish, 1996; Schine, 1996).

The goals of service-learning for the students involved are not always easy to achieve. Empathy, self-esteem, and locus-of-control are difficult to assess and as difficult to teach (Conrad & Hedin, 1981; Harrington, 1992). How individuals view themselves can be altered by service-learning in ways that effect self-esteem, empathy, and locus-of-control (Chubb, Fertman, & Ross, 1997; Dew, Regalski, Simmons, Switzer, & Wang, 1995; Shumer, 1986). Chub et al. and Dew et al. had two different studies regarding

locus-of-control, self-esteem, and school-based behaviors in middle school students. Dew et al. (1995) found that school-based service projects had a positive outcome on adolescent self-image, attitudes, and behavior. There was consistent evidence that students, especially boys, showed changes in self-esteem, depressive affect, involvement in school and school related problem behavior. In the Chub et al. study there was no intervention introduced other than time to attempt change to locus-of control. The students were surveyed over a 4 year period. The article was of value in that the Nowicki-Strickland Locus-Of-Control Scale and the Rosenberg Self-Esteem Scales were administered.

Kurth (1995) wrote that when students were given the opportunity to see the relevance of their academic subjects by connecting their classroom curriculum with life in the community, there was a shift from internal locus-of-control to looking externally beyond themselves. In another study, Shumer (1994) worked with school teachers and used a small sampling of ethnically-diverse students with the intent to determine if self-worth/self-esteem and learned responsibility took place in conjunction with service-learning experiences. Although no reference was made to exceptional needs students, the students revealed that they had been impacted by community based service-learning experiences.

Anderson (1995), Claus and Ogden (1997), Dolan and Ioele (1992), Ensminger and Dangel (1992), Forte (1997), Hall (1991 & 1995), Hartl (1994), and Shine (1996) all made reference to the value of service-learning programming and how students felt that they have had the opportunity to utilize their altruistic strengths and not their deficits. Service-learning is an educational tool that can be an experiential, holistic approach to

instruction that gives students the opportunity to become partners and gain a sense of empowerment (Ensminger & Dangel, 1992). Kingsley (1990) described many benefits, but also summarized in her research, that service-learning activities can help students to (a) increase their competence, self-confidence, and self-esteem, (b) learn in a different way; i.e., doing rather than being told; (c) developing empathy for others; (d) gain a sense of the responsibilities of life as well as enjoying its privileges; and (e) promote positive values and reduce risky behaviors. McPherson (1997) found that "well-designed service-learning creates a natural link between schooling and issues and questions relevant to school and the community. Higher self-respect, less anxiety and depression, improved problem-solving skills, growth in self-esteem, improved attitudes towards others and social responsibility appear to all be outcomes of effective service-learning experiences" (p.3).

Research indicated that many students who are at-risk or who have a disability experience service only as recipients of others' efforts (Brendtro & Seita, (1995); Ensminger & Dangel, (1992); Hall, (1995). Regular school service programs typically do not involve those students who may have disabilities or have an identified handicapping condition. Newman and Rutter in 1985-1986 conducted a study of 5,400 schools and found that students with behavior disorders and at-risk had no involvement in service programs. Brill (1994) made reference to the effects of service-learning on youth in middle school who were emotionally disturbed. Brill also found that service-learning may prove to have potential to raise the status of students with disabilities with their regular education peers and other students with mild disabilities. Brill (1994) stated that service-learning may provide an avenue to improve peer relationships and socialization with non-

disabled peers. In a study by Calabrese and Shumer (1986), they suggested that adolescent involvement in service activities could produce positive benefits. Their study also suggested that student involvement in service-learning activities may reduce the levels of alienation by providing young people with opportunities to participate in the adult community. Enhancing self-esteem and altering locus-of-control were also by-products of service-learning due to the fact that the adolescents investigated were placed on the same operative level as adults. The students gained a sense of personal efficacy by being able to plan, develop and implement their own service project.

Retish, Wade, and Yoder (1996) make reference to a study involving 24 middle school students in service-learning projects. Noted in the study was one student that stated "he felt better about himself and spoke with a new sense of pride" and that he could make an impact as a tutor/mentor in the reading program at the elementary level (p.16). Andrus (1996) wrote about the early adolescent themes of identity, interdependence, wellness, independence, conflict resolution, justice, and caring. Andrus stated that service-learning if properly executed, can help meet the needs of students in-part or in-whole to change how they view themselves and their world.

Dew, Regalski, Simmons, Switzer, and Wang (1995) studied self-esteem, commitment to school and community, problem behaviors, and commitment to altruism. The subjects were divided into two groups: one group was required to be part of a volunteer/service activity, while the other engaged in no such service. Their results indicated that positive changes in self-esteem, improved behavior in relationship to other groups, increased involvement, and a reduction in depressive affect were a result of participation in school-based service-learning/helper programs. Most of the children in

the study sample were between 11 and 12 years of age.

Dolan and Ioele (1992) found that service-learning experiences that were precipitated by teacher encouragement and that were student-directed, gave students the opportunity to shift the philosophy that "damaged students" not only can be the recipients of the effects of service, but also be the givers. Dolan and Ioele worked closely with students who had social, emotional and academic deficits. They found that the service-learning experience enabled a distinct shift from helplessness to personal power. A well-defined service-learning program involved the students' "strengths in the efforts towards growth" (p.21). Brendtro and Seita (1995); Ensminger and Dangel (1992); Hall (1995 all made reference to service-learning and how service can shift the focus placed on students with emotional disturbance to givers instead of receivers.

<u>Effect of Service-Learning on Academic Achievement</u>

There are many models throughout the country and the world that could be used to meet the goals of increasing effective academic achievement (ASCD, 1997; Forte, 1997; Herdman, 1994; Klemm, 1997; Lewis, 1996). Service-learning is an educational strategy with real learning outcomes. Service-learning combines the best practices in curricular research in education and service.

Moon and Roberts (1997) cited studies by Shumer (1994) and Hedin (1986), that "statistical gains were noted in studies linking social science content areas to service-learning methodology," and can increase higher order thinking and problem-solving abilities (p.203). Hedin found that peer tutoring had a positive impact on reading and math scores for both the tutor and those being tutored. Shumer (1994) also saw the impact of service projects that were related to career exploration. Students that were

enrolled in courses that emphasized school-to-work philosophies appeared to learn more when involved with school and site-based service-learning opportunities. Providing a multitude of service-learning options allowed youth to better understand the relationships between already in-existence curriculum in the areas of government, language arts, social studies and health related subjects (Shumer, 1997). Research has found that students involved in service-learning projects had higher grades in core areas of study (i.e., math, science, English) and made a positive impact on how the students felt about themselves and their school (Bridal & Hick, 1997).

McPherson (1997) stated that research has shown that for students at-risk, service-learning (a) enabled youth to become better learners by fostering a sense of efficacy, a sense of personal competence, and a more positive attitude towards adults; (b) showed the clearest gains in factual knowledge when the tests measured what they actually encountered in the field experience; and (c) that participating in service-learning programs enhanced better subject matter achievement when the service was highly integrated into the course content.

Dangle and Ensminger (1992) made a strong case for student-directed service-learning programs that enhance the academic achievement in students with mild disabilities. In their research, Dangel and Ensminger found that traditional methods of teaching students with mild disabilities were not effective and that these students were involved in schools with no real focus or purpose. The environment lacked the elements that motivate special education students need to learn. Service-learning was found to be a link that could make a physical connection between education and personal efficacy. Through the collaboration of teacher, family, community and student, goals in academic

and social domains are met because the student is a partner in the planning of their achievement. The service-learning paradigm facilitated the shift from the abstract to the concrete. "The connection of the classroom work to real-world practice gives meaning to what otherwise might be viewed as irrelevant, non-useful information" (p.6). Service-learning engaged students actively in the process of questioning what the student learned, reasserting understanding of subject matter, planning, selecting and organizing a plan for academic goals, acting on those goals, and evaluating the success of the project (Claus & Ogden, 1997; Emery & Turpin, 1996; Hartl & Rugen, 1994; Kurth, 1995). The engagement in service-learning enabled the student to make meaningful connections between daily activities, service to others and curriculum (Retish, Wade, & Yoder, 1996).

Summary

A review of the literature suggests that service-learning in and out of the classroom is a vital component of school curriculum and that social/emotional and academic development are by-products of the paradigm. Literature suggested that service-learning can enable students to change how they perceive themselves, and in turn how they are seen by others (Calabrese & Shumer, 1986; Ensminger & Dangel, 1992; Hall, 1995; Kinsley, 1997; Norton & Taylor-Dunlop, 1997). Engaging the disenfranchised student through service and learning curriculums and programs that do more than just work or serve are necessary to meet the needs of all children (Norton & Taylor-Dunlop, 1997).

Results from the literature review found that the model of combining the old ideas of community service, cooperative learning, and volunteerism took on a new meaning when learning was added. Service-learning experiences deeply impacted upon the lives of

those involved. Differing styles of learning and a variety of community experiences combined with reflection provided the opportunity for change. Students wanted to feel important and make a difference (Anderson, 1995). The literature strongly suggested that service-learning and its use within the educational curriculum is a successful working model with non-handicapped students. There was little in reference to the efficacy of service-learning and its outcomes with students with emotional disturbance. Reference was made to students "at-risk," learning disabled, and from different socio-economic backgrounds and racial backgrounds (Dew et al., 1995; Follman & Muldoon, 1997; Moon & Roberts, 1997; Newman & Rutter, 1986; Norton & Taylor-Dunlop, 1997).

Although Emery and Turpin (1996) and O'Flanagan (1997) examined the effects of service-learning on students with emotional disturbance in school settings. There is scant reference in any of the literature reviewed that studies the specific effects service-learning has on school-related behaviors, empathy, self-esteem, locus-of-control and academic achievement in students with emotional disorders. The review of the literature presented in this chapter substantiates the need for the research study presented in this thesis.

CHAPTER 3

METHODS

The literature provided ample information regarding service-learning programming at the middle, secondary, and post-secondary school levels. Little information was available concerning service-learning programs specifically related to students that were placed in programs for the emotionally disturbed (ED) for grades 7-12. The purpose of this pilot study was to observe young adolescents with emotional disturbance in a natural setting in order to examine the effects of service-learning on locus-of-control, self-esteem, academic achievement, and school related behaviors. This chapter discusses the research methods and procedures used in this pilot project development. Subject selection, instrumentation, data collection, and data analysis procedures are described. This study combined qualitative study in the ethnographic style with a combined pre and post-test design.

Subjects

Consent (Appendix B) for participation in both studies was obtained from the students' parents to be informed that their children were involved in a pilot research study. Parents were assured that no identifying names would be used in the final documented study. The school district administrator, building principals (elementary, middle and high school) and a special education coordinator were also informed by letter that a research study regarding service-learning with select students in the emotionally disturbed program was taking place. Both letters not only asked for permission, but also gave a short overview of the service-learning philosophy, and in which programs the subjects would be involved. Little risk was involved to the participants. Student names were not attached

to the data available to any other source. Experimental procedures took place as a part of the ongoing educational program.

The subjects in the study were students with emotional disturbance in grades sixth through tenth, ages 12 to 16. Participants in the individual and group service-learning case studies were from the Boyceville Community School District, Boyceville, Wisconsin. Boyceville is a town of approximately 700 people, with a school population of approximately 530 students in grades 6-12. Students in the study were asked to be active participants in the manner and direction of the service-learning projects offered.

Individual Service-Learning Case Study:

The individual subject was chosen for the service-learning study because the existing school routine and special needs programming were unsuccessful. The subject was failing all academic classes and was absent from school 34 days his first semester of the 1996-1997 school year. The subjects eating and sleeping habits were inconsistent and domestic abuse was prevalent at home due to the combination of the parents failing to parent and the habitual use of alcohol. Self-esteem issues in response to poor peer relations, failing grades and domestic abuse problems in the home were all factors in the placement of the 16-year-old student. Finally, court and school related issues and 10 days of suspensions prompted the reconvening of the IEP team. After the review of the IEP, T. H. and family agreed with the IEP team that a placement and program change utilizing a service-learning project could be of benefit.

Group Service-Learning Study Participants:

The five middle school students involved (six were asked) with the "Give Water a Hand" project were all male, their ages ranged from 12-16 years. One student refused to

take part. Two individuals were in the sixth grade in the elementary school and came by school transportation to the high school from 2:15 P.M.-3:25 P.M. each day. The two students in sixth grade were identified as emotionally disturbed and as needing special services. The relevance of the projects to their Individualized Education Plan (IEP) objectives regarding transition from the sixth grade elementary school to the middle school was also a consideration. The other three students that were involved with the service-learning case study were in grades seven, eight, and ten.

Setting

Guiding the problems stated were two separate service-learning strategies; one utilizing a small group of five students and another service-learning model with one individual at a separate site (Tiffany Creek Elementary School). One special education teacher, one third grade teacher, and one peer mentor were used in assisting with the conditions of the two different case studies. The study groups were small, observable and interaction by students and service providers helped facilitate a successful learning environment.

Individual Service-Learning Case Study Setting:

The individual service-learning experience with the 15-year-old male took place in a fourth grade regular education classroom at Tiffany Creek Elementary School (Boyceville Community Schools). The individual subject (T. H.) involved with the fourth grade classroom received guidance and supervision from the classroom teacher and an adult mentor. The mentor was given guidance by the teacher for the emotionally disturbed and worked with T. H. one hour per day on academic (reading and comprehension) and social and school related skills (i.e., attendance, tardies, grooming). T. H. was in the

elementary school for 5 hours per week.

<u>Group Service-Learning Case Study:</u>

The middle/high school service-learning project took place in the resource room for students with emotional disturbance students. Students from the sixth grade elementary school class were transported daily to the middle/high school. The time spent on the project was 1.25 hours per day. Fridays were usually set aside for field experiences in conjunction with the "Give Water a Hand" project. The Friday field experience gave group time to extend the service-learning project outside of the classroom and into the community.

<center>Curriculum</center>

Specifically, the "Give Water a Hand" service-learning curriculum was chosen because it met the needs of the purpose of the group design. The "Give Water a Hand" project recognized the need: "(1) for a collaborative approach to water related environmental education, (2) to help youth to act immediately relevant for youth, (3) to make environmental issues immediately relevant for youth, and (4) to nurture in youth the skills of environmental stewardship" (from Give Water a Hand Leader Guidebook, 1996, p.36).

"Give Water a Hand" allows students and teachers to choose a site on which to focus a service-learning project; home, school, community, or farm. Using the Leader Guidebook and the Site Action Guide, students can identify local water needs, select a problem of interest, and carry out a service project to help solve that problem. The "Give Water a Hand" project is in the third year of the grant period and the UW-Madison Extension is collaborating in this project as they are interested in the assessment

of the curriculum itself. One group of two students was involved with the "Give Water a Hand" curriculum that included entries in a journal, anecdotal notes, student questionnaires, weekly evaluations, daily school records (attendance, tardies) and needed scales to assess self-esteem and empathy (pre/post-test) and academic achievement within the study period.

Additional materials were donated by other sources in the community and school. The geography teacher supplied plans and directions for topographic maps, the civics teacher donated materials and ideas for making city maps of Boyceville and Menomonie, Wisconsin, and the Village of Boyceville donated watershed and flood plain information, maps and historical facts pertaining to the town of Boyceville. Information from the Soil and Water Conservation Department of Dunn County, Wisconsin and the Hay River Watershed Project was also invaluable.

Individual Case Study:

The individual service-learning case study involved one student and placement was at the Tiffany Creek Elementary School. With an academic plan and service component in hand, the student was in a controlled environment that required service outcomes along with academic goals.

The individual service-learning project was based on the students' IEP. Objectives of service-learning experience for the individual case study were to (a) improve attendance, (b) improve anger control, (c) reduce inappropriate language, (d) increase ability to better interact with positive thinking adults and children, (e) release empathic feelings, (f) raise reading level and comprehension rate to a minimum of sixth grade, (g) reduce suspensions to zero for the remainder of the year,

(h) improve nutrition cycle, and (i) improve time-management and organizational skills.

Curriculum pertaining to academic goals and the individual subject focused on improving reading, comprehension, and organization skills. Goals evolved from IEP objectives. The time T. H. spent with his tutor was consistent from day to day. Reading time was approximately 45 minutes to one hour in length. Many days, time was set aside for one-on-one conversations to meet the social/emotional needs of T. H. and to reflect on how his day or life was going.

There was a set job description (Appendix C) regarding the individual subject's service requirements. Many of the subject's duties (i.e., putting up student displays, running errands, handing out papers, reading to students, helping students organize and complete assignments in art, copying and laminating materials) were flexible due to the nature of the changing classroom and the needs of the fourth grade students and the teacher.

Methodology

Individual Case Study Service-Learning Participation:

After the IEP team met and the decision was made to utilize the service-learning model with T. H., the cooperating teacher, mentor and teacher for the emotionally disturbed met to map out a job description, behavior contract, and educational plan. The plan was presented to T. H. and his parents. T. H. spent two mornings shadowing the cooperating teacher. During this time he met his mentor and the fourth grade students and assessed the service and learning site. At this point T. H. made the decision to start the project.

T. H. was to check-in with the teacher for the emotionally disturbed each morning

before leaving for the service-learning site at the elementary school. He would then walk

to the elementary school, sign-in at the office and report to the cooperating fourth grade

teacher to see if his assistance was needed. T. H. would either stay with the teacher or

have breakfast. Generally, after breakfast, T. H. would assist in the classroom with daily

needs from 8:45 A.M. until 10:00 A.M. and then meet with his mentor from 10:00 A.M.-

10:50 A.M. for reading. From 11:00 A.M.-11:15 A.M., T. H. would get the fourth grade

ready for recess or activity time. At 11:15 A.M. T. H. would return to the high school for

lunch and his afternoon classes.

Group Case Study Service-Learning Participation:

The small service-learning group met for the first time approximately four weeks

after the start of the first Semester (September 25, 1997) and continued until December 7,

1997 for a total time of 8 weeks. The pre-tests were administered after four sessions of

"team building" activities. Rules of the room and middle school, introductions of each

group member, reasons for their role in the project were all part of the introductory

setting. Project implementation was started with the coordination of the group and the

teacher through to the end with a celebration. Post-testing was done after the project was

completed. General guidelines set forth in the "Give Water a Hand" Guidebook helped

with the decision making process as to where the project would lead. Students then chose

from a variety of water related service projects and chose to study their own watershed.

Data Collection

The study was 11 months long with a pilot study for the individual case study

starting January 6, 1997 and ending December, 1997. The small group study used the

"Give Water a Hand" curriculum as a guideline and students were give their own student handbooks and notebooks for reflection and daily notes. The fourth grade teacher, mentor and teacher for the emotionally disturbed either kept anecdotal notes or used weekly checklists to assess the ongoing service-learning intervention.

The individual subjects' data were collected over an 8 month period in the following manner: (a) student academic progress reports (Appendix D), (b) bi-weekly work-study progress reports (Appendix D), (c) student weekly academic performance form (Appendix D), (d) anecdotal notes and observations from cooperating teacher, mentor and teacher for the emotionally disturbed, and (e) the Nowicki-Strickland Locus-of-Control Scale for Children (Appendix E). The Nowicki-Strickland Scale is a 40-item scale which measures the degree to which people believe that reinforcement is a result of their own behavior (internal locus-of-control) or a result of fate or chance (external locus-of-control).

The teacher, aide, and mentors were all instructed to keep weekly logs on all students so that observations, anecdotal notes and a running weekly assessment of the program could be reviewed at the end of the service-learning project.

The Experiential Education Questionnaire (Center for Youth Development and Research, University of Minnesota, St. Paul, Minnesota, 1981) was administered in 20-minute sessions for the first and last five days of the service-learning experience as pre and post-tests that related to careers, the physical aspects of being a teenager (tall, short, pimples etc), empathy (how one feels about others), and self-worth (Is what I do worth anything?). Testing was adapted from Daniel Conrad's (1981) doctoral research while at the University of Minnesota. Conrad's scale, in its original form, is the Social and

Personal Responsibility Scale and the Problem Solving Inventory. This was just one of nine scales Conrad used in his dissertation (Differential Impact of Experiential Learning Programs on Secondary School Students, 1980). Dr. Michael Hazelkorn and Dr. Bonnie McCarty (University of Wisconsin at Eau Claire) adapted the scale in 1996-1997 for pre and post-test research with the "Give Water a Hand" Environmental Project.

Both service-learning studies employed qualitative approaches in data collection using daily anecdotal notes, interviews, reflective pieces and classroom discussions, job-shadowing experiences, peer mentor intervention, cooperating teachers, and educational assistants. Confidentiality was assured by informing the subjects that no identifying information would be used and if video or photographic materials were used for educational purposes and for the purposes of this study, permission would be requested. Confidentiality laws were reviewed by the special education teacher and the special education director.

Formal checklists were used to help answer the study questions regarding self-esteem, academic achievement and awareness to the environment. The service-learning curriculum, "Give Water a Hand," had in its content a pre and post-test to be used in the study. The test was developed by the University of Wisconsin, Cooperative Extension, Environmental Resources Center as part of a three-year grant from the Soil and Water Conservation Society of the United States Department of Agriculture (Appendix E).

Teacher-made assessments and checklists and service outcomes were used for the individual case study. Teacher-made evaluation forms (Appendix D) were used for the purpose of evaluating academic progress, service requirements and job performance. These forms were essential for the single subject at the elementary school so that

coordination between work, service, and academics could be assessed. The Nowicki-Strickland was administered for both experimental groups to assess locus-of-control.

Instrumentation

Instruments were necessary to use to compare the effects of the two different service-learning case studies. In both cases pre and post-testing were completed. The testing of the students in the service-learning environment was necessary to assess the following: (a) whether service-learning activities can promote positive self-esteem with students with an emotional disturbance, (b) change the way these youth perceive their relationship to the world and their subsequent roles in that world (locus-of-control), (c) whether academic areas are enriched along the way and (d) the effectiveness of the "Give Water a Hand" curriculum.

Instruments

To assess locus-of-control, the Nowicki-Strickland Locus-of-Control Scale for Children was administered (Appendix E). This scale measures "the degree to which people believe that reinforcement is a result of their own behavior (internal locus-of-control) or a result of fate or chance (external locus-of-control). Scores range from 0 (internal locus-of-control) to 40 (external locus-of-control)" (Chubb, Fertman, & Ross, 1997, p.119). The Nowicki-Strickland Scale was used both by the group and individual case studies.

To assess self-esteem, the Rosenberg Self-Esteem Scale was used (Appendix E). It is a 10 question scale and is easy to administer. Questions are answered on a four point scale from "strongly agree" to "strongly disagree." The single subject at the elementary school service-learning project was over a 6 month period. The group design utilizing the

"Give Water a Hand" curriculum lasted approximately 9 weeks.

A second measure to assess self-esteem was used to compare with the Rosenberg Scale. The Janis-Field Feelings of Inadequacy Scale (Appendix E) was designed to measure inadequacy in studies relating to a person's persuasion. The Janis-Field is also 10 questions and differs from the Rosenberg in that the Janis-Field measures self-esteem in more social situations. The Janis-Field poses questions regarding self-esteem in cases where even though one may have internal low self-esteem, they may still be able to function (externally) in social situations (i.e., socializing at parties, giving presentations in front of a class and problems with shyness).

Data Analysis

Results from the different data sources from the two service-learning case studies were compared and contrasted to determine where possible areas of impact were observed. Pre and post-test service-learning intervention data was compared contrasted test scores and anecdotal data to see if there was an increase or decrease in the questions that guided this study.

CHAPTER 4

RESULTS

The purpose of this qualitative study was to observe emotionally disturbed

students in a natural setting to examine the effects of service-learning (a) school-related

behaviors, (b) academic achievement, (c) empathy/social perspective, (d) self-esteem, and

(e) locus-of-control. The results of each study will be presented separately in relation to

each of the questions that have guided this research project. Two different groups were

studied to gather data to support the questions generated in this study. An individual case

study and a small-group pilot study were used.

Individual Subject Service-Learning Case Study:

Question #1 - Does the participation in service-learning effect school related

behaviors of middle/high school students with emotional disturbance? The subjects'

behavioral files were reviewed and school attendance records were used to compare

Semester I to Semester II. Data were collected from Semester I of the 1996-1997 school

year. T. H. was absent (excused and un-excused) 23 days and suspended for 11 days. An

IEP review was conducted after the 10th and 11th suspension and the service-learning

intervention was introduced in lieu of a more restrictive placement. T. H. had been

suspended for fighting (2 days), abusive language and insubordination (3 times), failure to

serve detentions (1 day), verbal threats to the principal (2 days) and destruction of school

property (3 days). A total of 34 days were missed in the first semester of the 1996-1997

school year. Sick days that accumulated were due to oversleeping, doctor appointments,

un-excused absences (7), and excused absences (16).

After the service-learning intervention was introduced, there was a marked decrease in absences and a drastic reduction of inappropriate behavior. T. H. was suspended on one occasion during Semester II due to possession of fireworks and was absent due to illness (two days excused) and doctor appointments (two days). Data indicated that participation in service-learning had a positive effect on the school related behaviors of the student subject involved in the individual case study.

Question #2 - Does participation in service-learning impact academic achievement? Data were collected from progress reports from individual teachers and report cards. The progress report for Art I was to be completed weekly by the student and critiqued by the classroom teacher. Progress report data took the form of anecdotal follow-up notes from the reading mentor and the cooperating fourth grade teacher.

The first semester T. H. did not earn any credits. By the eighth week of school, with the first two weeks without incident, T. H. had been removed from all but one class (Art I). There was little continuity in the self-contained/integrated model classroom due to the student's high absenteeism. Although he did participate in self-contained class, credits were not issued in any courses. He continued sporadically in Art I, but failed to complete assignments and needed classroom self-evaluation forms. He discontinued physical education class and was receiving small group instruction in physical science and American history without success.

Following the service-learning intervention, data collected from regular education teachers in physical education and Art I revealed that T. H. was attempting completion of assignments and activities. During the second semester, T. H. completed .5 credits in physical education and one credit in art. Data were collected from progress reports from

individual teachers in the mainstream classes. T. H. attended both classes without the aid of the special education staff. Checklists in the two mainstream classes revealed that while test scores were low, participation was high in physical education and T. H. was completing assignments in Art. The final grades reflected on his report card were not high (D's), but credits were earned towards graduation.

Through the actual service-learning placement in the morning, T. H. gained three credits towards graduation. He read daily with the aid of his mentor and he was more fluent and confident in his reading ability when reading to the third and fourth graders. Credits towards graduation were earned in reading, work-study, and English communications. Between the morning service-learning site and his afternoon classes, T. H. earned 4.5 credits towards his graduation requirements.

Question #3 - Does participation in service-learning effect social perspective taking and/or empathy in middle/high school students with emotional disturbance? T. H. gained an insight or social perspective not only with the third and fourth grade classrooms, but also with his adult mentor that befriended him and tutored him in reading on a daily basis. His mentor has been blind since birth and T. H. became his friend and eyes at times. T. H.'s mentor, although very capable of functioning on his own, allowed T. H. to be his "protector." T. H. took his role on as one of importance. Empathy was not assessed formally but informal interviews demonstrated an emerging sense of self as a care-giver and receiver. T. H. relayed that he took pride in being important in the eyes of his peers and the younger children. He felt that he "not only liked helping little kids," but he had gained an adult friend "that he could be honest with." In anecdotal notes, the third grade teacher stated: "T. H. takes great pride in assisting the young kids when they are

hurt or in trouble.

Question #4 - Does participation in service-learning effect beliefs regarding locus-of-control in middle/high school students with emotional disturbance? The Nowicki-Strickland Locus-of-Control Scale was administered pre and post- service-learning intervention for second semester service-learning placement. On the pre-tesst T. H.'s score was 13 and post-test was 11. Responses in questions 3, 7, 11, and 13 changed. The changes are outlined below:

Question #3   Are some kids born lucky?   Yes to No

Question #7   Do you feel that most of the time it doesn't pay to try

                   hard because things never turn out right anyway?   Yes to No

Question #11   When you get punished does it usually seem it is for

                   no good reason at all?   Yes to No

Question #13   Do you think that cheering more than luck helps a team

                   to win?   Yes to No

Additionally, the responses of other questions changed from the pre to post-test. Overall change indicates a shift towards internal locus-of-control after service-learning intervention.

Question #2   Do you believe that you can stop yourself from catching

                   a cold?   Yes to No

Question #5   Are you often blamed for things that just aren't your

                   fault?   Yes to No

Question #10   Do you believe that wishing can make things better? Yes to No

Anecdotally, T. H. stated in an interview regarding his service-learning project: "It

felt good to know that I could come to school on my own and nobody made me." When asked what he gained from the experience T. H. stated: "I took my responsibility seriously." T. H. was constantly reminded by his mentor and his emotionally disturbance teacher that knowing that he could achieve goals was a way of not seeing himself as a victim all the time. His mentor was constantly a "reality check" for the T. H.. T. H.'s mentor would keep track of depressive mood swings that would surface.

T. H. had little time to place blame on others in the service-learning environment. His mentor would keep T. H. on academic track, but would also spend time talking about personal problems that might arise. Some of subject's external blaming surfaced in the regular high school setting, but never to the levels that were seen in Semester I. There were no aggressive actions toward others at the elementary school service-learning site.

Question #5 - Does participation in service-learning effect self-esteem in middle/high school students with emotional disturbance? No pre and post-tests were given in the areas of self-esteem, but anecdotal and observational data were used to assess change from before the intervention of service-learning and the months that followed. Improved personal hygiene (washing and combing hair) and dress (clean) were observed almost immediately. To stay on the job and work with other adults and students, T. H. realized that he had to follow through on the goal of "personal appearance." T. H. felt good about "being able to help others" and to "help the little kids figure stuff out." In conversation, T. H. also gave the impression that his job and his relationship with the classroom teacher and mentor felt good to him. He liked being needed and "work was something special to me." When asked how he felt about young kids and being with them, T. H. stated: "I like little kids, I could do something for them."

It should be noted that T. H. started the morning breakfast program at the elementary school and ate with the younger students on a daily basis. The inception of a nutrition program was another factor that may have effected how T. H. felt. He was receiving at least one balanced meal a day.

T. H. had also missed many days because he just did not get out of bed. Improved attendance not only helped his academic achievement, but also improved his self-esteem. He got himself out of bed and off to school because it made him feel good and success came ahead of failure.

Group Subject Service-Learning Experience:

The group subjects in the small group service-learning experience made gains in all five outlined in this thesis; i.e., improvement in school-related behaviors, improved self-confidence, a positive shift in locus-of-control, and documented gains in academic and behavioral development.

There were four other students asked to take part in this small-group study. One of the boys refused and was an ancillary member to the group. For the other three students, they were all part of the group at different times for one reason or another and results from checklists and scales were inconclusive. For the purpose of this study and this specific small group only the results from two males, both in the sixth grade, will be used. M. C. and M. H. will be used when making reference to results. Reference will be made to T. N. and his role in the group in the final discussion chapter. T. N. entered two weeks after the start of the "Give Water a Hand" intervention and did not participate in the pre-testing.

Anecdotal data from the small group design were collected in relatively the same

manner as the individual subject case study. For the group service-learning case study, the Janis-Field Feelings of Inadequacy Scale, Rosenberg Self-Esteem Scale, parts of the Social and Personal Responsibility Scale (SPRS) (Appendix C) and a questionnaire as part of the "Give Water a Hand" curriculum were utilized in addition to the anecdotal data.

Question #1 - Does the participation in service-learning effect school related behaviors of middle/high school students with emotional disturbance? Data were collected through attendance records and behavioral files furnished by the school. Attendance for the first half of the first quarter and for the second half of the first quarter and second quarter of school indicated that M. C. and M. H. missed more days while the service-learning intervention was in place. Days absent for the second half of the first quarter and second quarter for M. C. were 9 days, and for M. H. 7 days. Behavioral referrals and suspensions were collected in order to assess changes in acting-out or disruptive behavior. There was no documented data available for "time-out" and detentions from the first or second quarters of school. At the end of the first and second quarter M. C. was suspended for fighting and received a total of four days out of school. M. H. was suspended three days at the end of the second quarter. The days that M. C. and M. H. were suspended were un-excused absences. There were significant changes in absences over the course of the service-learning intervention.

In conversations with the elementary school teacher for the emotionally disturbed and the two subjects' sixth grade teacher, both felt that M. C. and M. H. "looked forward" to their daily visit to the middle school to be part of the service-learning project. The data regarding attendance were valid, but there was no documentation as to time-outs and detentions. Suspensions were not differentiated from absences other than there were un-

excused days denoted. Since the days missed on the attendance detail report did not specifically identify whether the subjects were suspended on the un-excused days, the data were inconclusive. On four occasions the elementary school teacher for the emotionally disturbed withheld the privilege of the service-learning project as punishment for not finishing school work or behavioral problems of that specific day, and the subjects had to stay at the elementary school. Information was not available as to whether the subjects were in "time-out," made to do school work, or in isolation.

Subjects attended the service-learning site at the end of each school day and then went home. After service-learning intervention was completed, M. H. continued in the regular sixth grade and M. C. was placed on early dismissal due to problematic behavior at the end of the day.

Question #2 - Does the participation in service-learning impact academic performance? Only one formal method was used to assess whether any gains were made in academics and/or learning. "Give Water a Hand" Questionnaire #1, question #4: "How harmful do you think each of the following materials could be to people or animals if they got into streams, groundwater, oceans or other bodies of water?"

Determining whether there was a change in grades from pre-service-learning intervention and after was determined by first quarter versus second quarter grading periods. For M. C. there was no change in grades. For M. H. two classes were dropped in the morning due to another assignment in the school. The sixth grade regular education teacher of the service-learning participants in the small group study, reported that the subjects were excited about the opportunity to go to the middle school on a daily basis. Mixed results as far as behavior were seen at school. No change in grades were made

from one quarter to the next. M. H. was removed from the regular sixth grade classroom

for 2 hours in the morning and became an aide to one student in the CDS (cognitively

delayed/severe) program assisting one student. He also assisted the CDS teacher and aide

as needed. Academic achievement was minimal for M. H. The change in placement was a

factor in confusing results regarding academic achievement and grades. For M. C.,

academics were not a problem, but behavior kept him out of art and physical education.

In answer to the "Give Water a Hand" Questionnaire, there was a definite shift in the

understanding of some facts related to ecology and the environment. For example: M. C.

felt that leaves and grass clippings, water flowing off parking lots, loose soil, pesticides

and pet waste were not harmful on the pre-test, but on the post-test he answered that all

the substances were either very harmful or could be harmful to the water system that he

was part of. M. H. filled out the same questionnaire and was

initially more aware of the environmental hazards that could infest the watershed that he

lived in. Therefore, he had the same amount of "could be harmful" as "is harmful" on both

checklists.

Question #3 - Does participation in service-learning effect social perspective

taking and/or empathy? The "Give Water a Hand" Guidebook was used to evaluate a

change in social perspective taking. The eight questions from Questionnaire #1, Section

#6, a-h (Appendix C) were relevant to the subject of environment and taking care of the

earth. A low score represented an uncaring attitude towards the environment, while a

high score denoted care and concern. Scores could range from 8-32. The results

reflected a significant change between the pre and post-test. Both subjects felt a need to

be involved with community and global thinking regarding their environment. Both

students demonstrated a more positive attitude toward their need to understand how to care for the environment. M. C.'s score was 16 on the pre-test and 26 on the post-test. M. H.'s score was 16 on the pre-test and 31 on the post-test. Scores also indicated an understanding that not only did they need to be aware of, but the community as a whole needs to know the importance of caring for the environment.

Question #4 - Does participation in service-learning effect beliefs regarding locus-of-control? The Nowicki-Strickland Locus-of-Control Scale was given as a pre and post-test to assess locus-of-control for the small group study that involved two subjects. Scores on the scale range from 0-40 with 0 being the lowest internalizing score, to 40 for the highest externalizing score. Scores indicate a slight shift for external to internal locus-of-control for M. H. and M. C. On the pre-test M. C. scored 13 and on the post-test he scored 10. M. H. scored 20 on the pre-test and 18 on the post-test.

Question #5 - Does participation in service-learning effect self-esteem? The Rosenberg Self-Esteem Scale and the Janis-Field Feelings of Inadequacy Scale were used to measure changes in self-esteem. Both instruments were administered before service-learning participation (pre-test) and after completion of the project (post-test). For both instruments the higher the score, the better the self-esteem.

The Rosenberg Scale (scored 0-40) was designed to measure the self-acceptance aspect of self-esteem. On the pre-test of the Rosenberg Scale M. C. scored a 33, on the post-test a 32. M. H. scored 23 on the pre-test and 22 on the post-test.

Results indicate that for the subjects there was little change in the score. However, many answers to the individual questions changed from pre to post-testing. The items where change occurred for M. H. were:

- "I feel that I have a number of qualities." - Agree to Disagree

- "All in all, I am inclined to feel I am a failure." - Disagree to Agree

- "I certainly feel useless at times." - Agree to Strongly Agree

- "I wish that I could have more respect for myself." - Disagree to Strongly Agree

- "I feel that I do not have much to be proud of." - Disagree to Agree

- "I am able to do things as well as most people." - Agree to Strongly Agree

For M. C. the answer shift was not as drastic of a change as for M. H. Only two responses changed direction from the pre and post-test:

- "All in all, I am inclined to feel that I am a failure." - Disagree to Strongly Disagree

- "I certainly feel useless at times." - Disagree to Agree

Janis-Field Feelings of Inadequacy Scale:

The Janis-Field Scale measures self-esteem in relation to social orientation. Results indicated a greater change than those noticed on the Rosenberg Scale. M. C. scored 29 on the pre-test and 33 on the post-test. M. H. scored 22 on the pre-test and 24 on the post-test. The items where change occurred for M. C. were:

- "How often do you worry about whether other people like to be with you?"

   Very Often to Sometimes

- "How often do you feel confident that someday people you know will look up to you and respect you?"

   Practically Never to Fairly Often

- "How often are you comfortable when starting a conversation with people whom you don't know?"

   Sometimes to Fairly Often

- "How often do you worry about how well you get along with other people?"

  Very Often to Sometimes

The items of change for M. H. were:

- "How often do you worry about how well you get along with other people?"

  Fairly Often to Once In A Great While

- "How often do you feel self-conscious?"

  Sometimes to Once In A Great While

Summary

The data that were collected from the assessment instruments were scored and evaluated by Dr. Bonnie McCarty (UW-Eau Claire) and the teacher for the emotionally disturbed to determine the effects of the two different service-learning case studies. Data were used to determine whether a service-learning curriculum positively impacted students identified as emotionally disturbed by increasing (a) school related behaviors, and (b) academic achievement, and (c) empathy/social perspective, (d) self-esteem, and if there was; (e) a shift from external to internal locus-of-control. Individual and group service-learning case studies were used to collect data. For the group service-learning case studies a discrepancy between the Janis-Field Scale and the Rosenberg Scale substantiated other research findings that the Janis-Field Scale was a more sensitive assessment tool regarding to self-esteem. Changes in locus-of-control were recorded for the group case study using the Nowicki-Strickland Locus-of-Control Scale. There was a shift from an external to more internal locus-of-control. The most difficult area to assess was the question of social perspective taking/empathy. Pre and post-testing from the "Give Water a Hand" service-learning project regarding environmental concerns resulted in a positive

change for both students regarding to the questions pertaining to environmental concerns and awareness. Through the group service-learning case study the subjects became more aware of water quality issues and their surrounding watershed. The group service-learning case study demonstrated that there were slight improvements in academic, social perspective taking, and locus-of-control questions and mixed results regarding school related behaviors and self-esteem.

Anecdotal data, the Nowicki-Strickland Locus-of-Control Scale, behavior and attendance records, ongoing assessment through evaluative checklists and the service (of service-learning) outcomes were used to evaluate change over the 11 month period. The individual subject case study revealed significant gains in social perspective taking, self-esteem, locus-of-control, improved behavior and academic classes at school.

Chapter five will discuss the results' implications for classroom and school application of service-learning with students with emotional disturbance. Suggestions for further research will be presented.

CHAPTER 5

DISCUSSION

"Students with disabilities are constantly on the receiving end of special education.

Seldom do they see themselves as competent and capable of giving assistance and

making positive changes in the community" (Brill, 1994, p.369). This study was based on

the premise that students with emotional disturbance can, like their "regular education"

counterparts, have much to offer in the way of impacting the development and functioning

of themselves and their community. Middle/high school students with emotional

disturbance were observed in a natural setting to examine the affects of service-learning

participation on (a) school-related behaviors, (b) academic performance, (c) empathy, (d)

locus-of-control, and (e) self-esteem. Results indicated that both service-learning groups

demonstrated that there were improvements for the students in all areas. The individual

service-learning case study's results were more dramatic than the group study. This

chapter will present a discussion of the results obtained from the two service-learning case

studies. Educational, emotional and behavioral implications, and limitations of service-

learning as a tool for students in middle/high school who are emotionally disturbed will be

included.

Factors Contributing to Results

Question #1–Does the participation in service-learning effect school related

behaviors of middle/high school students with emotional disturbance? The study found

that the student involved in the individual service-learning intervention for 50% of T. H.'s

school day seemed a contributing factor to releasing the stress of being in classes all day.

Acceptance from the fourth grade students, cooperating teacher and peer mentor factored

into T. H.'s success at the service-learning site and back in his afternoon mainstream classes. Improved self-worth resulted in the fact that T. H. had a reason to come to school each day, hence the reduction in un-excused absences, sick days, and suspensions. Results showed that attendance improved dramatically and suspensions were reduced after the intervention of service-learning. The increase in school involvement and the decline in problem related behaviors for T. H. produced by this service-learning program reduced his alienation from school and also benefitted the school community.

The two students in the group case did not require any disciplinary action while at the service-learning site at the middle school. The students were involved in an environment that had little stress and disruption. Both students in the small service-learning group looked forward to their daily trip to the middle school. The service-learning site created an environment without the stress that accompanied their elementary school programming. After the service-learning case study was discontinued, M. C. started a new schedule at the elementary. M. C. left on an early release at 2:00 P.M. Service-learning seems to be a contributing factor in maintaining behavior. M. C. was unable to maintain acceptable behavior for a whole school day. While on early release, M . C. has come to visit on four occasions. The service-learning experience provided a vehicle for relevant educational and emotional experiences.

There could be a strong argument for a service-learning intervention that was longer in duration. Behavior patterns may take longer to change. There were slight behavioral changes in the short 8 week period for the small group study. The longer individual group case study demonstrated that T. H. was more successful with behavior changes that generalized into his community and home.

Question #2–Does participation in service-learning impact academic performance?

T. H. became actively engaged in his school programming. Bi-weekly evaluation sessions
regarding accomplishments with his learning and service were a partnership between T. H.
and the fourth grade cooperating teacher. T. H. became an active participant in his
afternoon classes. His involvement in the mainstream classes greatly improved from the
previous semester. He still had difficulty completing written assignments and weekly
performance sheets for the art teacher, but he managed to complete the coursework well
enough to earn credits towards graduation. Written assignments of any type need to be
handled in a one-on-one teacher/student environment for T. H. to be successful. Service-
learning helped to provide the incentive to learn. The goals of the service and learning
components were compatible and made sense to T. H.

Students were involved in projects that improved their knowledge of their
immediate community environment. The "Give Water a Hand" curriculum used for this
study provided meaningful class discussions and hands-on experiences that the small group
of students could relate with. The two boys were actively engaged in making topographic,
floodplain, and watershed maps. The service-learning paradigm allows the opportunity to
research and learn about a topic of interest to them. The curriculum and the IEP objective
could be integrated into future service-learning experiences for students and their teachers.
The service-learning involvement allows for the opportunity to design procedures for
evaluation, record results, and report the small group progress through dialogue with
teachers, peers, and family. Portfolios, journals, verbal self-realizations of what they know
and did not know before the service-learning intervention can be used as methods as
documentation. Short-term projects that are included in service-learning and that have

curriculum based assessments may be more viable measures of academic learning. In regard to academic learning, the amount of time with the "Give Water a Hand" curriculum was adequate for the group service-learning project.

Question #3–Does participation service-learning effect social perspective taking and/or empathy in middle/high school students with emotional disturbance? Qualitative responses indicate that T H. demonstrated care and concern for the fourth grade students and for his mentor. T. H. also gained further insight through his visually impaired mentor. Increased empathy was possibly due to the unique aspect of the service-learning experience. In the group subject service-learning case study little data to assess social perspective taking were available, but the students appeared to have made some gains in this area in regard to thinking about their environment. The "Give Water a Hand" curriculum wove into lessons and discussion activities ways to make students see beyond themselves. The service-learning curriculum was a means to connect learning with the reality of service.

Question #4–Does participation in service-learning effect beliefs regarding locus-of-control in middle/high school students with emotional disturbance? T. H. was administered the Nowicki-Strickland Locus-of-Control Scale one month after the beginning of his service-learning intervention and then again at the end of his service at the elementary school. There were mixed results from the Nowicki-Strickland Scale but the attitude of blame did change over the time he was in the service-learning environment.

Results may have been different for the two students that were involved in the study because of other reasons besides service-learning. M. C. spent very little time on the post-test because he wanted to go home. The drop in the externalizing score for M. H.

was more realistic. Conversations with M. H. regarding family, school and self, revealed that he was attempting to take responsibility for some of his behavior in and out of school. The time spent in the small group service-learning environment gave him the opportunity to change his thinking patterns in a natural setting. A longer service-learning project may have impacted change even further.

Question #5–Does participation in service-learning effect self-esteem in middle/high school students with emotional disturbance? The outcomes regarding changes in individual self-esteem for both the individual and group case studies were similar to findings found by other researchers (Switzer et al., 1995). The service-learning environment provided the opportunity to observe slight changes in individual self-esteem for the individual case study were noted. However observed changes in social self-esteem for T. H. were more significant.

In contrast, when comparing the 2 self-esteem scales, social self-esteem may have been positively impacted by service-learning. In the short period of time that the small group case study were together there were considerable changes in social self-esteem for M. H. and M. C. Service-learning interventions may have the capability to effect social self-esteem more than individual self-esteem for students who are emotionally disturbed.

The group service-learning project seemed to have little effect on individual self-esteem. In contrast comparing the 2 self-esteem scales, social self-esteem appeared to be affected by the group service-learning intervention while the individual self-esteem remained static. Even though the length of the group case study was relatively short compared to the individual student project, there were considerable changes in social self-esteem for M. H. and M. C. Service-learning interventions may have the capability to

increase social self-esteem more than individual self-esteem for students who are emotionally disturbed.

Limitations Influencing Results

The mixed age group of boys in the group case study did not present a problem. There were three other students involved in the service-learning project, but two started after pre-tests and one boy was placed in foster care and in another school system before the project ended. There were some problems with the sixth grade students. Being in a different building and emotional disturbed program with a different philosophy presented problems with the sixth grade students. Consistency in the group structure was a problem.

The amount of attention and services that T. H. received could be cause for the higher level of success of the individual service-learning intervention as opposed to the small group study. Goals for T. H. were more focused in regard to the questions in this study. T. H. had three adults that impacted his behavior and schooling on a daily basis. A long-term study to assess the individual service-learning projects as opposed to the group design would be beneficial.

Throughout the group service-learning case study the researcher's methods of data collection were inconsistent. A more organized anecdotal journal-keeping system should have been used by the researcher and a post-testing environment with less distractions should have been employed. The researcher found that there were many variables in the day (suspensions, illness, un-excused absences, and poor student bookkeeping) that was detrimental to the continuity of the group service-learning intervention. The focus of the individual service-learning case study received attention to detail and was more goal oriented.

The outcomes regarding self-esteem for both the individual and group case studies were similar to other findings found in the literature. Students' self-esteem seemed to increase as they became more involved in the service-learning intervention. Switzer et al. (1995) cites studies done by Rosenberg in 1995 and found that "higher self-esteem may lead to improved interpersonal relationships, more positive commitments to school, and increased acceptance of important social values such as kindness, honesty and social responsibility" (p.447). The amount of positive intervention from the fourth grade students and cooperating adults affected a heightened self-esteem in T. H. He also had the opportunity to improve his self-esteem because the longer length of the service-learning placement gave him the chance to change his behaviors and increase academic success. The shortness of the group service-learning project seemed to affect individual self-esteem, but not social self-esteem. It appeared that the students put forth some effort into answering the questions in the post-test. There was a definite change to a more positive social self-esteem on the Janis-Field. Service-learning interventions may have the power to effect social self-esteem more than individual self-esteem.

<div align="center">Education Implications</div>

Over the course of the 11 months that the two service-learning studies took place, it became apparent that there was something about the service-learning philosophy that was working for the individual and group case study. In both cases, not the same results were found, but the action and outcomes of the two led this researcher to believe that service-learning was a viable tool for changing behavior and incorporating academic curriculum in an exciting way for students with emotional disturbance. In each case there was something that offered all the individuals a chance to change.

M. C. had an opportunity to be a leader where as in the regular classroom he was a backseat participant who classmates wanted to be quiet. His ideas were not heard or honored in the regular classroom setting; but in the small service-learning group he had the opportunity to share and experience other's ideas with his own.

T. N. became a leader of sorts, being the oldest of the boys in the small group at 16. His wealth of knowledge of projects and how to do research became the catalyst for many interesting projects for the group (maps, diagrams, internet discoveries, webpage updates) and how to use the high school library. T. N. has made remarkable improvement in his behavior and academic success in the past year, but in many cases in the regular classroom he was not a student that was able to participate in a group. T. N. entered the group service-learning case study after leaving a mainstream class. A month into school T. N., his dad, and the teacher of the emotionally disturbed felt that he would fit into the service-learning project as the oldest participant. From day one the pressure that he was under ceased. T. N. became the organizer and researcher. He also prepared discussions, projects and outdoor assignments.

Despite erratic attendance and changes in participants, the service-learning intervention was a vehicle that allowed the group to become cohesive. The immediate outcomes were how quickly the small group learned to trust and depend on each other for ideas, problem solving, and conversation. The group took a form of its own and environmental concerns were not only addressed, but on any given day a family, personal, or class problem could be discussed. The group service-learning experience allowed the teacher to use the combination of many of the effective practices in education to be utilized; i.e., cooperative learning, explicit instruction, and positive behavioral

interventions. Service-learning provided a non-threatening forum for students to practice the new skills they were being taught.

"Service-learning is the blending of the service and learning goals in such a way that the two reinforce each other" (Brandell & Hinck, 1997 p.49). If this is the case, then the group service-learning case study achieved its goal. Perhaps in the end this case study affected the students more than the community and the learning component was not as strong as it could have been, but this was an initial service-learning study that led to improved behavior, successful academic learning, and improved group self-esteem. The service-learning experience allowed the group of boys to think beyond themselves. In the case of students with emotional disturbance this phenomenon does not always occur.

The service-learning paradigm should continue to be used as an intervention with students that are emotionally disturbed. These students can be the organizers and the facilitators for middle/high school service project. Perhaps their knowledge of the service-learning intervention will allow their regular education counterparts to believe that students with problematic behaviors have in many cases better ideas then the mainstream school population would think.

The individual service-learning intervention that involved T. H. was the more successful of the two case studies. The objectives that were to be achieved using the service-learning experience were all met in some form or another. T. H. was the center of the service-learning study. He became the recipient of the wrap-around effect within the school community. T. H. not only had academic teachers guiding him in the traditional classroom, but he had a mentor and a cooperating fourth grade teacher and his special education teacher. As T. H. was receiving, he was also serving. His time spent assisting

the elementary school children and assisting his mentor and teacher was a perfect example of the blending of service and learning.

Maintaining acceptable behavior and to be able to function in the mainstream of the school was an important goal of the service-learning intervention for T. H., perhaps the most important. T. H. stated, "I know you guys have been really working hard for me." In turn, he worked hard for himself and others to improve his life at school. Without the intervention, T. H. most likely would not have continued with his placement in the regular school atmosphere without a more restrictive learning and behavioral environment. Just the opposite happened. He was allowed to walk to and from the elementary school, eat lunch on his own or with friends his age, work side by side teachers and aides and be a role model to younger children. The service-learning intervention with T. H. was right. It came at a time his behavior had to change. The learning at first was secondary, but later became as important as his service to the school.

T. H. was ready to return to the mixture of the regular classroom and the exceptional educational needs (EEN) resource room. T. H. expressed a need to be back with his friends full time and to take "more regular classes." The teacher for the emotionally disturbed had T. H. finish out the Semester I of the 1997-1998 school year after almost 6 months at the elementary school. He returned Semester II to a full-time schedule at the high school and has maintained well. Now, five months after the completion of the placement at the elementary school, T. H. is ready to return. Plans are to have T. H. spend 1.5 hours at the elementary school next school year.

<u>Future Research Considerations</u>

Future research should study the long-term effects of service-learning on children

with emotional disturbance. The question of whether service-learning outcomes generalize from one setting to another is also important to consider. Also to consider is whether the changes occurring in service-learning interventions sustain after the intervention is withdrawn.

The contrasts between changes in social self-esteem versus individual self-esteem were interesting. This finding led to questions which future research may address. Does service-learning effect the group goals of empathy, locus-of-control, and self-esteem in school-age children with emotional disturbance? Does the length of time a group service-learning intervention is in place increase social self-esteem in middle and high school students? Are the same contrasts seen in females with emotional disturbance as observed in the samples of young males that took part in service-learning interventions?

This initial research presents an encouraging picture of service-learning's effect on school related behaviors, academic performance, empathy, locus-of-control, and individual self-esteem. Although further research is needed, it appears that students with emotional disturbance can be positively effected by a service-learning intervention infused into the school curriculum. With well thought out adjustments in programming, service-learning strategies could become a major factor in maintaining or improving behaviors, increasing positive social self-esteem, and enriching learning; all integral factors impacting the school experiences of adolescents with emotional disturbance. Service-learning appears to be an educational tool that will help students with an emotional disturbance to facilitate a connection to others and their communities while at the same time improving their own behaviors, academic achievement, social perspective taking, locus-of-control, and self-esteem.

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Appendix A

PI 11.35(2)(g), Wis. Adm. Code

PI 11.35 Eligibility criteria. (1) STANDARDS. Children shall be determined to have a handicapping condition who have been identified, evaluated and classified as handicapped pursuant to s. PI 11.04 and this section. The minimum criteria for the determination of handicapping condition and eligibility for special education shall be consistent throughout the state.

(a) A transition period shall be provided for moving a child out of special education who upon re-evaluation does not meet criteria in the rules.

(2) HANDICAPPING CONDITION. Educational needs resulting primarily from poverty, neglect, delinquency, social maladjustment, cultural or linguistic isolation or inappropriate instruction are not included under subch. V, ch. 115, Stats.

(g) *Emotional disturbance.* 1. Classification of emotional disturbance as a handicapping condition is determined through a current, comprehensive study of a child, ages 0 through 20, by an M-team.

2. Emotional disturbance is characterized by emotional, social and behavioral functioning that significantly interferes with the child's total educational program and development including the acquisition or production, or both of appropriate academic skills, social interactions, interpersonal relationships or intrapersonal adjustment. The condition denotes intraindividual and interindividual conflict or variant or deviant behavior or any combination thereof, exhibited in the social systems of school, home and community and may be recognized by the child or significant others.

3. All children may experience situational anxiety, stress and conflict or demonstrate deviant behaviors at various times and to varying degrees. However, the handicapping condition of emotional disturbance shall be considered only when behaviors are characterized as severe, chronic or frequent and are manifested in 2 or more of the child's social systems, e.g., school, home or community. The M-team shall determine the handicapping condition of emotional disturbance and further shall determine if the handicapping condition requires special education. The following behaviors, among others, may be indicative of emotional disturbance:

a. An inability to develop or maintain satisfactory interpersonal relationships.

b. Inappropriate affective or behavioral response to what is considered a normal situational condition.

c. A general pervasive mood of unhappiness, depression or state of anxiety.

d. A tendency to develop physical symptoms, pains or fears associated with personal or school problems.

e.   A profound disorder in communication or socially responsive behavior, e.g., autistic-like.

f.   An inability to learn that cannot be explained by intellectual, sensory or health factors.

g.   Extreme withdrawal from social interaction or aggressiveness over an extended period of time.

h.   Inappropriate behaviors of such severity or chronicity that the child's functioning significantly varies from children of similar age, ability, educational experiences and opportunities, and adversely affects the child or others in regular or special education programs.

4.   The operational definition of the handicapping condition of emotional disturbance does not postulate the cause of the handicapping condition in any one aspect of the child's make-up or social systems.

5.   The manifestations of the child's problems are likely to influence family interactions, relationships and functioning or have an influence on specific individual members of the family. It is strongly recommended that extensive family involvement or assistance be considered in the evaluation and programming of the child.

6.   The handicapping condition of emotional disturbance may be the result of interaction with a variety of other handicapping conditions such as learning, physical or cognitive disabilities or severe communication problems including speech or language.

7.   An M-team referral for suspected emotional disturbance may be indicated when certain medical or psychiatric diagnostic statements have been used to describe a child's behavior. Such diagnoses may include but not be limited to autism, schizophrenia, psychoses, psychosomatic disorders, school phobia, suicidal behavior, elective mutism or neurotic states of behavior. In addition, students may be considered for a potential M-team evaluation when there is a suspected emotional disturbance, who are also socially maladjusted, adjudged delinquent, dropouts, drug abusers or students whose behavior or emotional problems are primarily associated with factors including cultural deprivation, educational retardation, family mobility or socio-economic circumstances, or suspected child abuse cases.

Appendix B

CONSENT FORM

1. This is to certify that I, _____ , have given permission for test scores from my child to be used confidentially in an evaluation of the service-learning curriculum that is being implemented as the school's regular course of study during the 1997 winter and spring quarters.

2. My son/daughters' participation in the curriculum has been explained in the cover letter and I understand the explanation.

3. I understand that the service-learning curriculum is a regular part of the school's curriculum. My choice to allow the test scores to be used as part of the research study is voluntary and will not affect my child's grade.

4. I understand that I am free to withdraw my consent at any time. If I do, my child's test scores will be not included in the research study.

5. I understand that I am entitled to receive a copy of this consent form.

6. I understand that if I have questions or concerns about the treatment of my child in this study, I may call or write: Dr. Christopher Lind, University of Wisconsin-Eau Claire, WI 54702-4004, 715/836-2721. Although this person will ask my name, I understand that all complaints will be kept in strict confidence.

7. I understand that if I have any questions concerning the purposes or procedures associated with this research project, I may call or write: Dr. Bonnie McCarty or Dr. Michael Hazelkorn at the University of Wisconsin-Eau Claire, 54702-4004, 715/836-5511. I also understand that it will not be necessary to reveal my name in order to obtain additional information about this research project from them.

I hereby consent to the participation of_____ , a minor, to the described study.

_____   _____
Date   Signature of Parent/Guardian

Appendix C

Worksite Agreement
Troy Hitz and Tiffany Creek Elementary, Holly Sweeney Cooperating Teacher
4th Grade Classroom
January 13, 1996, 2nd Semester 1996-1997

Troy Hitz will be working at the Tiffany Creek Elementary School for the 2nd semester of the 1996-1997 school year. This work assignment to help Troy earn 2 credits towards graduation in **EEN Work-Study** and **1 Credit in English Communication.** An agreement has been accepted between the elementary school and high school programs. **For Troy to earn his work and English credits he must comply with the following:**

- Sign-In/Sign-Out/Sign-In on a daily basis at the high school and the elementary school.
- Report to work each day from 8:10-11:10 A.M. and go Ms.Sweeney's 4th grade class
- Keep a daily journal of activity while at the work-sight
- Call in all absences to high school and elementary school office
- Be accountable to Art Brandt, teacher at the high school, who will monitor progress

JOB DESCRIPTION:

Assisting Holly Sweeney, 4th grade teacher at Tiffany Creek Elementary School

- Bulletin board rotation
- Assist teacher or other adult helpers with art projects and displays
- Assist 4th graders with projects and project ideas
- In charge of posting daily schedule
- Run errands within the school building
- Assist with tutoring and oral reading/story time
- Work on a 1:1 basis with a student that may need help with starting projects
- Ready for students for recess time
- Assist with keeping students on task with assignments
- Assist with field trips on an as-needed basis
- Interact with students during game or activity time
- Help assist teacher or parent with the use of paper cutter, book binding equipment, computer, overhead projector, opaque projector, copy machine

This work-sight will be part of the yearly goals of assisting Troy in time-management and organizational skills, to build self-esteem through the helping of others and in the end earning credits towards graduation.

Appendix D

Boyceville Community High School

505 Tiffany
Rt. 2 Box 500
Boyceville, WI 54725
715-643-4321

Work/Study
Progress Report

Name: _____

Cooperative Teacher: _____

Time Period (Date From/To): _____

Nature or Duties/Subject Area: _____

Attendance Record:
Times Tardy: _____ Excused Absence(s): _____ Unexcused Absence(s): _____

	EXCELLENT	GOOD	AVERAGE	POOR	
Quality of Work					
Rate of Progress					
Dependability					
Ability to get along with others					
Personal appearance/hygiene					
Learning ability					
Attitude					

Do you recommend continuation?   Yes   No---If no please explain
Additional comments:

Signed:_____ Title:_____ Date:_____

STUDENT WEEKLY PERFORMANCE FORM

STUDENT'S NAME:

HOW WELL DID YOU PERFORM? (accomplishment, behavior, use of time, attitude, use of materials, clean up)

MONDAY

TUESDAY

WEDNESDAY

THURSDAY

FRIDAY

REALISTICALLY EVALUATE YOUR PERFORMANCE THIS WEEK. (Identify strengths and weaknesses and develop a goal for next week)

TEACHER COMMENTS AND PERFORMANCE GRADE FOR THE WEEK

STUDENT PROGRESS REPORT

Student:_____ S.S.#:_____

Course Title:_____ Course #:_____

Instructor:_____ Date:_____

*Instructor Signature:*_____ Date:_____

1. To date attendance has been: ☐ Good (no classes missed)

    ☐ Regular (has missed some sessions)

    ☐ Irregular (attendance is a problem)

    ☐ Tardy

    ☐ Does not attend

    ☐ Attendance not required/recorded

2. Please grade performance to date:

	A	B	C	D	F	N/A
Lab and/or "hands on"	—	—	—	—	—	—
Written assignments & papers	—	—	—	—	—	—
Quizzes & tests	—	—	—	—	—	—
Oral participation	—	—	—	—	—	—
Group Activity	—	—	—	—	—	—
Average grade to date	—	—	—	—	—	—

3. Has the student sought and received help from you? ___Yes ___No

4. Comments or additional information you may wish to share with us:

    _____

    _____

    _____

    _____

Thank you for your input and suggestions! Please return to:

_____   _____
Student Signature   *Counselor Signature*

Print Student:_____ SS#:_____

Appendix E

QUESTIONNAIRE ONE

Please answer the following questions as best you can. We really want to know what you think!

1. **How well do you feel you understand environmental issues? CIRCLE a number between 1 and 6.**

    For example: 1 = Not Very Well At All and 6 = Very Well
    1   2   3   4   5   6
    Not Very Well At All   Very Well

2. **How often do you talk about the environment with other people, like your friends, family or teachers?**

    _____ Twice a week, or more   ____ Once a month
    _____ Once a week   ____ Not often

3. **Name an environmental problem that directly affects your life.**

    _____

4. **How harmful do you think each of the following materials could be to people or animals if they got into streams, groundwater, oceans or other bodies of water? Check one box for each item.**

	Is not harmful	Could be harmful	Is harmful	Don't Know
Motor fuel				
Leaves or grass clippings				
Water that flows off a parking lot				
Baking soda				
Loose soil				
Dry cleaning chemicals				
Anti-freeze for cars				
Lawn fertilizers				
Vinegar				
Salt for melting snow and ice				
Motor oil				
Pesticides				
Pet waste				

5. **Please check one box to tell us whether you think the statement is TRUE or FALSE:**

	TRUE	FALSE	COMMENTS
a. In most communities, water that goes down storm drains on streets is cleaned before it goes back to the environment.			
b. A watershed is an area of land where all water drains or "sheds" to one water body.			
c. Almost half of the people in our country get their drinking water from the ground.			

6. **Please tell us how strongly you AGREE or DISAGREE with the following statements. Please check one box that best describes how you feel.**

	Strongly disagree	Disagree	Agree	Strongly Agree	Comments
a. I think it's important to take care of the earth.					
b. People worry too much about how we affect the environment.					
c. Many things I do as an individual can affect the environment.					
d. I can change tomorrow's environment by what I do today.					
e. I think there are many people in my community that could help me work on environmental problems.					
f. To solve most problems, you have to learn how to work with others.					
g. In order to help the environment, it is best to understand all sides of an issue.					
h. Being active in community issues is not my job.					

QUESTIONNAIRE THREE

INSTRUCTIONS:

Read the sentences below and mark an "X" in the box that best describes you.

	Very Often	Fairly Often	Sometimes	Once in a great while	Practically Never
1. How often do you worry about whether other people like to be with you?					
2. How often do you feel sure?					
3. How often do you feel confident that someday people you know will look up to you and respect you?					
4. How often do you feel self-conscious?					
5. How often do you feel that you have handled yourself well at a party?					
6. How often are you comfortable when starting a conversation with people whom you don't know?					
7. How often are you troubled with shyness?					
8. When you speak in a class discussion, how often do you feel sure of yourself?					
9. When you have to talk in front of a class or a group of people of your own age, how often are you pleased with your performance?					
10. How often do you worry about how well you get along with other people?					

JANIS--FIELD FEELINGS OF INADEQUACY SCALE - SCORING KEY

Scoring Key ... 5 = highest, 1 = lowest.

Scores (5,4,3,2,1) are in the box for each individual item.

INSTRUCTIONS:

Read the sentences below and mark an "X" in the box that best describes you.

		very often	fairly often	some- times	once in a great while	practically never
1.	How often do you worry about whether other people like to be with you?	1	2	3	4	5
2.	How often do you feel sure	5	4	3	2	1
3.	How often do you feel confident that someday people you know will look up to you and respect you?	5	4	3	2	1
4.	How often do you feel self-conscious?	1	2	3	4	5
5.	How often do you feel that you have handled yourself well at a party?	5	4	3	2	1
6.	How often are you comfortable when starting a conversation with people whom you don't know?	5	4	3	2	1
7.	How often are you troubled with shyness?	1	2	3	4	5
8.	When you speak in a class discussion, how often do you feel sure of yourself?	5	4	3	2	1
9.	When you have to talk in front of a class or a group of people of your own age, how often are you pleased with your performance?	5	4	3	2	1
10.	How often do you worry about how well you get along with other people?	1	2	3	4	5

QUESTIONNAIRE FOUR

INSTRUCTIONS:

Read the sentences and mark an "X" in the box that best describes you.

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. I feel that I'm a person of worth, at least on an equal base with others				
2. I feel that I have a number of good qualities.				
3. All in all, I am inclined to feel I am a failure.				
4. I am able to do things as well as most people				
5. I feel I do not have much to be proud of.				
6. I take a positive attitude toward myself.				
7. On the whole, I am satisfied with myself.				
8. I wish I could have more respect for myself.				
9. I certainly feel useless at times.				
10. At times, I think I am no good at all.				

ROSENBERG SELF ESTEEM SCALE

SCORING KEY

Scoring Key ... 4 = highest, 1 = lowest

Scores (4,3,2,1) are shown for each individual item.

		Strongly Agree	Agree	Dis- agree	Strongly Disagree
1.	I feel that I'm a person of worth, at least on an equal basis with others...4		3	2	1
2.	I feel that I have a number of good qualities...4		3	2	1
3.	All in all, I am inclined to feel I am a failure...1		2	3	4
4.	I am able to do things as well as most other people...4		3	2	1
5.	I feel I do not have much to be proud of...1		2	3	4
6.	I take a positive attitude toward myself...4		3	2	1
7.	On the whole, I am satisfied with myself...4		3	2	1
8.	I wish I could have more respect for myself...1		2	3	4
9.	I certainly feel useless at times...1		2	3	4
10.	At times, I think I am no good at all...1		2	3	4

DO YOU BELIEVE...

1. Do you believe that most problems will solve themselves
   if you just don't fool with them?   Yes   No

2. Do you believe that you can stop yourself from
   catching a cold?   Yes   No

3. Are some kids just born lucky?   Yes   No

4. Most of the time do you feel that getting good grades
   means a great deal to you?   Yes   No

5. Are you often blamed for things that just aren't
   your fault?   Yes   No

6. Do you believe that if somebody studies hard enough
   he or she can pass any subject?   Yes   No

7. Do you feel that most of the time it doesn't pay to try
   hard because things never turn out right anyway?   Yes   No

8. Do you feel that if things start out well in the morning
   that it's going to be a good day no matter what you do?   Yes   No

9. Do you feel that most of the time parents listen to
   what their children have to say?   Yes   No

10. Do you believe that wishing can make good things
    happen?   Yes   No

11. When you get punished does it usually seem it's for
    no good reason at all?   Yes   No

12. Most of the time do you find it hard to change a
    friend's (mind) opinion?   Yes   No

13. Do you think that cheering more than luck helps
    a team to win?   Yes   No

14. Do you feel that it's nearly impossible to change your
    parent's mind about anything?   Yes   No

15. Do you believe that your parents should allow you
    to make most of your own decisions?   Yes   No

16. Do you feel that when you do something wrong
    there's very little you can do to make it right?   Yes   No

MH1.b

17. Do you believe that most kids are just born good at sports?   Yes   No

18. Are most of the other kids your age stronger than you are?   Yes   No

19. Do you feel that one of the best ways to handle most problems is just not to think about them?   Yes   No

20. Do you feel that you have a lot of choice in deciding who your friends are?   Yes   No

21. If you find a four leaf clover do you believe that it might bring you good luck?   Yes   No

22. Do you often feel that whether you do your homework has much to do with what kind of grades you get?   Yes   No

23. Do you feel that when a kid your age decides to hit you, there's little you can do to stop him or her?   Yes   No

24. Have you ever had a good luck charm?   Yes   No

25. Do you believe that whether or not people like you depends on how you act?   Yes   No

26. Will your parents usually help you if you ask them to?   Yes   No

27. Have you felt that when people were mean to you it was usually for no reason at all?   Yes   No

28. Most of the time, do you feel that you can change what might happen tomorrow by what you do today?   Yes   No

29. Do you believe that when bad things are going to happen they just are going to happen no matter what you try to do to stop them?   Yes   No

30. Do you think that kids can get their own way if they just keep trying?   Yes   No

31. Most of the time do you find it useless to try to get your own way at home?   Yes   No

32. Do you feel that when good things happen they happen because of hard work?   Yes   No

33. Do you feel that when somebody your age wants to be your enemy there's little you can do to change matters?   Yes   No

34. Do you feel that it's easy to get friends to do what you want them to? Yes No

35. Do you usually feel that you have little to say about what you get to eat at home? Yes No

36. Do you feel that when someone doesn't like you there's little you can do about it? Yes No

37. Do you usually feel that it's almost useless to try in school because most other children are just plain smarter than you are? Yes No

38. Are you the kind of person who believes that planning ahead makes things turn out better? Yes No

39. Most of the time, do you feel that you have little to say about what your family decides to do? Yes No

40. Do you think it's better to be smart than to be lucky? Yes No