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UTILIZING PERSONAL RELATIONSHIPS IN DEVELOPING OPTIONAL FORMATS FOR ALTERNATIVE SCHOOL PROGRAMS

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UTILIZING PERSONAL RELATIONSHIPS IN DEVELOPING OPTIONAL FORMATS FOR ALTERNATIVE SCHOOL PROGRAMS

by

Pat Siner

A Dissertation Submitted to the Faculty of the DEPARTMENT OF SECONDARY EDUCATION
In Partial Fulfillment of the Requirements For the Degree of DOCTOR OF PHILOSOPHY
In the Graduate College
THE UNIVERSITY OF ARIZONA

1985

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As members of the Final Examination Committee, we certify that we have read the dissertation prepared by Pat Siner entitled Utilizing Personal Relationships in Developing Optional Formats for Alternative School Programs and recommend that it be accepted as fulfilling the dissertation requirement for the Degree of Doctorate of Philosophy.

Donald C. Clark
Date 6/16/85

Paul Wilson
Date 6/21/85

Don D. Barnes
Date 6/26/85

Final approval and acceptance of this dissertation is contingent upon the candidate's submission of the final copy of the dissertation to the Graduate College.

I hereby certify that I have read this dissertation prepared under my direction and recommend that it be accepted as fulfilling the dissertation requirement.

Don D. Barnes
Dissertation Director
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SIGNED: [Signature]
To my wife, Bea Arroe,
whose love and encouragement made everything possible;

To my parents, Eleanor and Russ Siner,
whose value for education provided the desire to learn;

To Dr. William D. Barnes,
whose humane teaching methods provided guidance;

To Dr. L. Dow Rhoton,
whose faith in providing the best possible
education for students has been a shining example;

and

To the students of the White Mountain Adventure School,
who have been the real teachers.
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ABSTRACT

This study focused on a single alternative school program with a strong outdoor component and featuring a theoretical and practical orientation very much concerned with personal relationships. Data were sought regarding this program with the intent of developing possible formats for alternative school programs.

The case study approach was employed to gather and report data. It permitted the investigator to observe, interact, and record the multiple phenomena. The Theory of Personal Process was the framework utilized to observe the relationships between student and teacher. This theory was made up of five key words: 1) Contact, 2) Consult, 3) Find, 4) Share, and 5) Accompany.

The study detailed the personal school relationships of the students and teacher. The investigator, as participant/observer, was the instructor of each of the five students. The investigator maintained records of interaction with the students. Furthermore, he had access to journals, term papers, and other written materials produced by the students.

Each case study was presented as a specific phase of the alternative school. A specific student was described as he interacted with others in that phase of the program. The description of the student's relationship with the teacher was also correlated to the Theory of Personal Process.
Optional formats for alternative school programs were developed from the case studies. The program featured the following phases:

1) Orientation, 2) Group, 3) Outdoor Experiences, 4) Classroom, 5) Creativity, and 6) Community. The key to the success of each phase was determined to be the relationship between the teacher and student. This relationship fostered a support basis for the student which, in turn, provided the necessary freedom to learn. The school was not so much an educational unit as it was a social unit, a "family."
CHAPTER I

INTRODUCTION

Alternative education increased in the 1980's as a result of its central organizing concept--providing a means to meet the changing needs of youth in a modern society. Schools were under attack as a result of reports such as "High School: A Report on Secondary Education in America" (Boyer, 1983) and Nation at Risk: The Imperative for Educational Reform (National Commission on Excellence in Education, 1983). These reports described schools as having high drop-out rates, students with inadequate academic skills and poor attitudes, and school curriculums having little of practical relevance to promote learning in the schools. Alternative programs were created as a solution for this problem by attempting to meet the expressed needs of students whose concerns and interests were not being met in the conventional schools (Smith, Gregory, and Pugh, 1981, p. 561). This style of educational programming will be the only hope in providing all young people with a reasonable education (DeTurk, 1974, p. 39).

One special type of alternative educational program has been the so-called "outdoor education" program. Such programs typically operate for young people who are not achieving success in traditional educational settings. Outdoor programs are found in both the public and private sectors. The outcomes of many of these programs proved that success in an outdoor program can be an aid to better academic performance
Gibbons (1984, p. 16) believed these programs make it possible for many or most of the students in such programs to be successful in terms of their individual needs.

Alternative schools and outdoor programs take into account the total lives of young people as they meet their individual needs more than do regular or traditional programs. Smith et al. (1981, p. 552), in their study of alternative schools, found that alternative schools more adequately fulfilled the students' needs than did traditional schools. Rhoades (1972, p. 12) also found, in Outward Bound courses, that students' self-concepts and attitudes were positively affected by the outdoor experience.

The foundation for the success of both outdoor and alternative types of programs appears to lie in the personal relationships developed between the teacher and/or guide and the young person. Rogers (1969, p. 108) maintained that the facilitation of learning rests with specific attitudinal qualities and behaviors which come from personal relationships. Gibbons (1984, p. 153) indicated that the key to personal relationships in outdoor programs is a mutual acceptance and equality in relationships. In an alternative school setting, Barnes (1977, p. 32) insisted that the manner teachers and students perceive and relate to each other is critical.

Because of the apparent significance of personal relationships between young people and their teachers, an investigation of these relationships became significant. One appropriate place for this study was the "alternative school," which incorporates features of both
alternative and outdoor programs, while utilizing a theory of personal relationships. There are few, if any, studies which look at these student and instructor relationships in both settings. These data were used in developing suggested formats for alternative school programs.

Statement of the Problem

In considering a combined alternative and outdoor program, which is unique in its emphasis on the personal relationships among the participants, what insights were found which were useful in developing optional formats for alternative schools?

Significance of the Study

It appears that no investigations have been undertaken which examine a combined alternative education and outdoor program employing a conceptual framework of personal relationships. There have been studies which examined various elements of this problem. Anderson (1983), for instance, studied the teacher-student relationship. Chandler (1983) and Karam (1981) examined these relationships in terms of teacher training. Milner (1980), Reichle (1978), and Kelley (1962) investigated personal relationships in terms of the learning process. Bates (1981), Porter (1975), Rhoades (1972), and Schulze (1970) all stated that close relationships between outdoor guides and the participants were significant to positive outcomes of outdoor programs.

Through the examination of related literature regarding personal relationships, a conceptual framework was developed. This framework, used in observing students in an alternative school, incorporates both classroom and outdoor instruction. From the various perceptions and
behaviors of the participants, certain patterns emerged which were useful in creating optional alternative school programs.

**Limitations**

The following were recognized as limitations of this study:

1. The investigation was limited to approximately six selected students and one teacher in a secondary alternative program.
2. The study focused on several days of classroom and outdoor observation.
3. The analytic and synthetic instrument for this study was limited to a conceptual framework developed around the term "personal relationships."
4. The study was limited to the current and recollected perceptions of the students and teacher.
5. The study is descriptive in nature.

**Definition of Terms**

The following definitions applied throughout this study:

*Alternative program:* "An alternative program is one which is a small school in which students may choose to attend in place of the conventional school, that is significantly different from conventional schools, and typically emphasizes a high degree of staff and student involvement in decision making" (Glatthorn, 1975, p. 1). In this study, the focus is on choosing and acceptance as rightful states of humanness. Warm, personal relationships between teachers and students are the *sine qua non* of alternative programs.
Outdoor experience: This term is used interchangeably with "wilderness experiences." It involves intense personal and individual experiences within the context of an outdoor component, an environmental setting where the student's interaction with nature is implied and tends to position the participants in natural settings where nature is a prime reality.

Participant/observer: The participant/observer role stresses "... the importance of observing people in action and getting down a detailed report of actual behavior completely divorced from judgments" (Lewis, 1959, p. 207).

Personal process: Personal processes involve "a way of living which stresses individual worth and the integrity of human personality ... in which individuals conduct social relationships on a plane of mutual respect, cooperation, tolerance, and fair play ... and a way of living ordered to help each individual develop himself" (Barnes and Tidwell, 1974).

Personal relationships: Personal relationships involve caring and acceptance between persons. "Relationships are characterized as being useful for their own sake, with specific expectations for the other" (Anderson, 1983, p. 8).

Student perceptions: Student perceptions involve the students' views of their own reality in the world. They are individual expressions of experiences within his/her being in the world (Anderson, 1983).

Student-teacher relationships: Student-teacher relationships involve social, psychological, educational, and personal elements in
which students and teachers experience events of life together (Chandler, 1983, p. 5).

**Site of the Investigation**

This section briefly describes the community in which the research was conducted. The site and setting are delineated, together with descriptions of the indoor and outdoor components of the school studied.

The Community

The community where this investigation was conducted includes two small towns in northern Arizona. The population is primarily Anglo American, with small portions of blacks, Native Americans, and Mexican Americans. Total population of the area is 6,000.

Major industries include forestry, tourism, retirement services, and recreational enterprises. The population is somewhat transient because of these seasonal type industries. This mobile population brings with it the benefits and problems of larger urban areas.

The major institutions of the area are dominated by Southwestern rural values and practices. Churches play an important role in setting the tone for the communities. Schools are a major focal point for social and recreational activities.

Educational facilities are extensive in the communities. A local community college having several branch campuses offers academic, vocational, and recreational courses. The two school districts of the area have modern facilities and educational programs. Each district serves approximately 1,500 students and has its own high school.
The Alternative Site and Setting

The alternative school chosen for this study is the only one in the two aforementioned communities and serves students from both school districts. The location of the school is in one of the communities, fifteen miles distant from the other community.

Students residing in the community where the alternative school is located provide their own transportation to school. Those who reside in the other community provide their own transportation to a bus stop from whence a school van conveys them the remaining fifteen miles. Some of these students travel in excess of thirty miles prior to reaching the "bus stop." This occurs in all types of weather conditions. It should be noted that the weather at this 7,000-foot altitude is highly variable.

The school building is an old bus barn which is located in a small park. Students are constantly in a process of renovating the building to meet their changing needs. They have done the majority of work necessary to convert the barn to a classroom suitable for their interests and purposes.

At the time of this investigation, the school was beginning its third year of operation. The student population consisted of twenty to thirty young people who had left or were in the process of leaving the traditional high school of the area. Students who attend this alternative school typically came for such reasons as a state of disarray and dysfunctioning in their relationships to the traditional school they had attended, their family, their personal lives, or any combination of these.
Prospective students learn about the alternative program by different means. For many students, this program was offered as a "last chance" by the student's home school professionals. Other students enrolled because of the suggestions of friends. Sometimes, probation officers, law enforcement officials, or agency representatives referred young people to the program who were experiencing some type of difficulty in their lives.

The uniqueness of this alternative school is that it features both alternative education and outdoor programming. The philosophical concept which tends to be in the fore in the school’s operation is that participant interactions are based on close personal relationships between the teacher and student, as well as among the students themselves. This concept derives from the theory that each person should have expanding choices and that relationships should be warm, supportive, equal, and productive (Barnes and Tidwell, 1974).

Learning in this alternative school takes place in the classroom, either of the two communities, the outdoors or wilderness, in urban cities, commercial areas, or even homes. The educational process in this alternative program takes into account the students' interests and permits them to pursue these, regardless of the setting. Students and teachers work cooperatively in discovering interests and pursuing the learning processes.

The school utilizes the outdoors as an environment within which to build close personal relationships between all participants (Cardwell, 1976). Nature challenges both the teacher and student alike. By working together, the participants are able to overcome the various
obstacles. Through the sharing of mutual experiences and actually living together, close personal relationships are established and tend to become supportive.

**Design of the Study**

A conceptual framework was developed to examine the major program areas of alternative education and outdoor programming. The framework was based on the "Theory of Personal Process" developed by Barnes (1977). This conceptual framework was used to direct the observing and describing of both the alternative and the outdoor programs. The data collected, analyzed, and synthesized were then used in developing a series of programmatic options to be used in designing alternative school programs.

The approach in this investigation was to employ a participant/observer together with six selected students as participants. In this research, four essential elements, as detailed by Bogdan and Biklen (1982, p. 28), were used:

(1) the use of a natural setting as the context where the action occurs and in which the researcher becomes a key figure for gathering information; (2) an essentially descriptive study through the use of field notes, interviews, and observations; (3) a concern with the processes the participants are involved in rather than specific outcomes; . . . [and] (4) an emphasis on meaning as portrayed by the participants.

In detailing descriptive research, Lewis (1959, p. viii) commented,

The longer we study human beings in their infinite variety, the more apparent it becomes that they cannot in reality be encompassed within the specified rigidities of the kinds of data that can be manipulated mathematically, even given the staggering range of present computers. Somewhere along the line, there must be an interpretation arising from the individual's observation, with all its weakness of emotion and bias.
Participant observation as a method is concerned with the inner character of culture and its meaning in man's life, but it also focuses upon outward manifestations (Bruyn, 1966, p. 28). "It permits the investigator to observe, interact, and record the multiple phenomena found in any setting with a minimum of theoretical or other constraints" (Chandler, 1983, p. 32). Lewis (1959, p. 3) asserted that this type of research demands an unusual degree of rapport and confidence between the participant/observer and those being studied. As a teacher in the alternative school for three years prior to this study, the investigator, functioning as a participant/observer, has established close personal relationships with the students and has become intimately familiar with the program which he helped develop.

The focus of the investigation was on the in-school lives of the students and one teacher (participant/observer) in a selected alternative school. Because of the participant/observer's unique relationship with the students, he was able to observe, discuss, question, and converse with the students. This information was detailed in his field notes. Further data were added by students through journals, audio- or videotapes, and diaries.

Data were gathered on two distinct areas of the "alternative school": 1) the outdoor and 2) the classroom experiences of the participants. Several days of outdoor experiences and classroom experiences were thoroughly documented. This documentation included both the participant/observer's and the students' perceptions of the relationships which occurred. Careful descriptive methods were used in this detailed analysis of the web of human relationships. The investigator
used the conceptual framework for personal relationships which he had shared in developing in recording, analyzing, and synthesizing the data of the several days under scrutiny.

Both the outdoor and classroom experiences were used as discrete chapters in the study. The instructor's and the students' perceptions were then interwoven in describing the personal relationships of the participants.

The final chapter employed the conceptual framework of personal relationships to summarize the findings of the indoor and outdoor experiences of the participants. This information was then used to develop optional formats for establishing new alternative programs.

Summary

The problem for this investigator was concerned with the possible insights which could be gained from studying and describing the personal relationships of an alternative school teacher and certain students in designing new alternative programs. These unique relationships were observed through the "Theory of Personal Process" (Barnes, 1977). Participants were members of an alternative program which was based on the theory. The insights from this study were then developed into formats for alternative schools.
CHAPTER II

A CONCEPTUAL FRAMEWORK FOR PERSONAL PROCESS

The key to successful alternative and outdoor programs appears to lie in the specific behavioral processes by means of which teachers/guides form productive personal relationships with students. It seems to be in the development of personal and productive contacts with the total life of youth that new networks of relationships can be developed which will become rewarding. Montagu (1962, p. 60) stated "the identity of the person consists of the meaningfulness of his inter-relationships." Allen et al. (1970, pp. 25-26) described the importance of these relationships: "We believe that the main influence of the teacher in the classroom occurs in his moment-by-moment interaction with students. The attitudes of the teacher, and those of his student, flavor every relationship between them."

The "Theory of Personal Processes in Classrooms," as formulated by Barnes (1977, p. 80), provided the conceptual framework for this study. Anderson (1983, p. 42) maintained that "the theory of personal process was seen to work well within the framework of alternative education and with marginal students." The theory of personal processes has received attention in a number of studies (Anderson, 1983; Chandler, 1983; Barnes, 1977; Sterman, 1976; Tidwell, 1971). These studies focused on relationships in varying educational contexts. This theory
also seems to work well in the outdoor setting, as this study demonstrates.

Barnes and Tidwell (1972, p. 58) specified two concepts in their theory of personal process. The first is "Inner Direction," which is the inner makeup of teachers and students which helps them to relate to each other with democratic methods. This first part of the theory lies behind the social action which students and teachers perform and is not visible to outsiders (Barnes, 1977, p. 58). This part of the theory indicates how participants feel about themselves while involved in the learning process.

The second part of the theory is called "Other Direction" and describes the action part of the human relationships between teachers and students (Barnes, 1977, p. 58). "This part of the theory is very public and social, and it can be easily observed" (Wilde, 1984, p. 5). The investigator utilized the Other Direction component of the theory of personal processes as the framework for the study. Because the study is descriptive in nature, the observable quality of Other Direction accommodates to the task at hand.

Barnes and Tidwell (1974) described five stages to Other Direction: 1) Contact, 2) Consult, 3) Find, 4) Share, and 5) Accompany. By utilizing these stages, teachers may form productive personal relationships with students in alternative and outdoor programs. In the following sections, each of these five terms is examined rather closely in terms of its behavioral implications.
In the process of establishing a personal relationship with a student, contact usually occurs as the teacher makes the initial move to relate on a person-to-person basis with the student (Barnes, 1977, pp. 59-70). During contact, the teacher extends greetings, invites conversation, and listens attentively to each student (Zunin and Zunin, 1972). This personal contact makes it possible for teachers to understand when, where, and how to act with students.

During contact, a climate is created which tends to assist the student and teacher in the development of their relationships. This climate seems to foster attitudes which then appear as behaviors of acceptance, warmth, and suspension of judgment (Ginott, 1965, p. 68; Combs, 1962, p. 88). Contact must be maintained as a characteristic of personal and social productiveness. If it breaks down, all other considerations are suspended until this contact is re-established.

Within Contact, there are several behaviors which can be described that both teachers and students demonstrate. These are: 1) Observation, 2) Inform, 3) Acceptance, and 4) Choicing.

**Observation**

Observation is the initial phase of contact. The act of noticing or perceiving is observation. Wilde (1984), in accounting for the crucial nature of student observations, commented, "A relevant child centered curriculum of learning is based upon the present perceptions of the learner." Combs (1962, p. 19) declared, "Teachers who make genuine contact with students show genuine warmth, awareness and regard for each
student and begin perceiving them as they are, not as the teacher wishes them to be."

The new students' initial observations generally are influenced by the atmosphere the teacher creates in the classroom. New students watch and listen as the teacher interacts with other students. Through this process, the new students may perceive a climate of warmth and support. The teacher also observes new students. By watching and listening, the teacher can gain a better understanding of the new students. The teacher also serves as a role model by demonstrating acceptance as an equal of all the students. As Blume (1971, p. 413) suggested, the role of the teacher is that of facilitator, to encourage, assist, and be a colleague and friend of his students.

Inform

In an alternative school setting, new students tend to gain a basic understanding of how the school operates from students already involved in the program. "Old" students orient the "new" students to the structure and the ways the school operates at the day-to-day level. Reichle (1978, pp. 14-15) used the term "extension" in describing contact in personal relationships: "Extension is the process by which a person can move toward another, the initiation of a relationship, the basis upon which personal involvement may be built." Students inform new members about the special relationships within the program which foster freedom and independence. Dewey (1966, p. 89) felt this freedom and independence are the core of humanistic education. The teacher may
also participate in informing new students of this atmosphere of acceptance, caring, and freedom.

Acceptance

Acceptance may be the most critical component of the personal process theory. Trujillo (1982, p. 36) maintained that classroom relationships will be productive to the degree that the teacher perceives students as adequate, accepts them, and is favorably disposed toward them. By demonstrating this accepting attitude, students may also develop warm and caring attitudes for each other.

The climate for the alternative/outdoor program can be set by this feeling of acceptance. Wilde (1984, p. 58) concurred, stating, "Social and psychological contact allows a classroom climate that expresses acceptance and respect . . . a climate where awareness allows a person to be his unique self." This presence of acceptance is so critical that Lembo (1969, p. 94) stated, "To the degree of acceptance . . . that degree of learning."

Choice

According to Raywid (1981, p. 14), the freedom of teachers and students to make choices is a fundamental part of alternative education. The capability to make choices, as Milner (1980, p. 24) attested, moves directly to the core of a person's freedom. Milner felt that, in our free society, young people should be free to learn the importance of wise choosing, of practicing the decision-making process under many different circumstances. Chandler (1983, p. 21) said of choice, "Each
person's experience of choosing helps maintain that person's control of life and relationships. It is a form of personal empowerment."

This sense of personal control is demonstrated during contact by establishing that students have choices in the educational process. New students are able to make choices in terms of participation. They also observe other students and teachers making choices. It is through this choosing process, according to Brewer, Chandler, and Tidwell (1983, p. 12), that students become aware of each other and the teachers. It is this sense of choice (Barnes, 1959, p. 42) and awareness of others that leads to mutual freedom and learning.

Consult

Consulting is an extension of the person-to-person relationship. Wilde (1984, p. 40), in her discussion of consulting, stated, "The identification process begins when the initial contact evolves into verbal interaction about the interactors' personal feelings, attitudes, wishes, interests, ideas and special events. To consult is to participate in this interchange." This is the process of learning about the other person through dialogue (Barnes, 1977, p. 69). Consult takes on the quality of an intense personal process because it is employed to detect areas of student interest. These personal interests many times take on emotional qualities. Weinstein and Fantini noted that, "... if educators are able to discover the feelings, fears and wishes that move pupils emotionally, they can more effectually engage pupils from any background." When the interests of students is a key factor, learning
becomes relevant (Borton, 1970, p. vii) through this process of consulting.

According to Barnes (1977, p. 61), the consultation that occurs is a very sensitive and critical portion of the formation of positive personal relationships. Consult can be divided into the following areas: 1) Question, 2) Listen, 3) Concern, and 4) Choosing.

Question

Questioning in this format is the two-way interchange between student and teacher in which information about each is gathered. Bishop (1972, p. 20) suggested that this process allows the participants to express interests and begin a process of clarification. The teacher encourages students then to select goals that are in line with their own needs (Gefke, 1972, p. 22). Through this process of questioning or, as Wilde (1984, p. 40) described it, interactional dialogue, new avenues of learning may be discovered.

Coltrin (1974, pp. 20-21) noted the relevance of asking questions: "In the democratic environment, work is centered around the needs, ideas and questions of the individual members of the class. In this process . . . students are encouraged to pursue questions to logical conclusions."

Listen

Barnes (1977, p. 596) suggested that listening was extremely important in building a relationship. He believed that a teacher should move towards a student and extend greetings, and listen to what is being said while focusing on understanding. Brewer et al. (1983, p. 10)
stated, "A person has to listen to particular interests to make any contact whatsoever." Barksdale (1977, p. 127) concurred that by listening the teacher may perceive, analyze, evaluate, and begin to understand the student. Listening is a process of clarifying what the student's interests are. According to Goodman (1962, p. 20), observing a student's language provides insight to his social, cultural, and family background. Goodman suggested that language is a process of human development, and that to fully understand the person we must observe human behavior and language.

Concern

Ginott (1965, p. 68) explained that warm, personal relationships tend to stabilize emotions when personal feelings, attitudes, and experiences are at the center of concern among people. This concern is demonstrated by the teacher showing care, concern, and acceptance of the student. Rogers (1961, p. 137) suggested that this process of concern was one of warm regard and the perception that the other person is of unconditional self-worth and of value, no matter what his condition, his behavior, or his feelings. Barnes (1977, p. 59) described the classroom as a place where learning is enjoyable, and where the participants have a feeling of well-being about themselves and enjoy each other's company. Teachers appear to be in a strategic position to encourage students to become fully functioning persons through caring and sharing relationships (Combs, 1962). Kelley (1962, p. 93) spoke of concern in that "the secondary school we need is one where acceptance and love replace
rejection; where there is enough consultation with youth so that they feel some ownership and involvement; where someone cares."

Choice

Choiceing at this stage of the theory implies the student's freedom to make decisions as to what he wants to learn. The student is developing democratic behavior, as defined by Gefke (1972, pp. 8-9), by assuming responsibility for what is learned. Chaitanya (1978, p. 350) explained that "the possibility of choice is the first condition for any meaningful analysis of the concept of freedom." In their discussion of the term "choice," Brewer et al. (1983, p. 10) reinforced the idea that "each human is a unique personality at birth, already engaged in the creative process of its being. The choosing process is the elan vital of human existence." "Relevant learning arises from the interests and experiences of the learner" (Wilde, 1984, p. 19). The choosing process thus enables students to have control of their learning.

Find

While the teacher seeks to find the students' interests, the elements of Contact and Consult are present. Finding interests or problems may require considerable time, during which the personal relationships can expand and deepen. Anderson (1983, p. 46) felt that "the participation of the student through the exploration of his own interests was necessary for his involvement." When the student's interests become the focal point for the learning process, the student tends to feel important, and learning becomes relevant to him. Barnes (1977, p. 63) remarked, "We believe it makes good sense to move with people where they
are rather than to bring them aims and goals totally outside themselves for which they have no great feelings of interest, concern or commitment." Butts (1961, p. 123) concurred when he said, "There is an obvious need for young persons to learn they do have choices in their lives and that they are capable decision makers." Choices that students make demonstrate that they have discovered interests. Find includes: 1) Discovery and 2) Identification of interests.

Discovery

According to Barnes (1977, p. 63), a major consideration in Find is the discovery of some of the students' needs, interests, and concerns. By making choices, people express their discovered interests. In this discovery, Rogers (1969, p. 131) pointed out the role of the teacher is to make himself and his knowledge available to the students, but not impose himself or his values upon them. The atmosphere of the classroom is, then, a crucial factor. Kelley (1962, p. 19) found that democratic classrooms foster the discovery of students' interests.

Identification

Rogers (1969, p. 164) stated that "to elicit and clarify the purposes of the individual . . . is a major part of the process of finding their interests." Reichle (1978, p. 20) carried this thought further when she suggested that clarification is a part of accepting students' interests. Brewer et al. (1983, p. 10) felt that the identification of interests is part of the student's sorting out of what he wants to share.


Share

Focusing on person-to-person relationships, sharing is a one-to-one relationship of persons as equals. It marks the beginning of cooperative activities, where each person contributes, receives, and learns. As Barnes (1977, p. 65) noted, "the category share interests marks for us the real beginning of cooperative action in the democratic process. It is the stage in personal relationships where contact is becoming well-established, where consultation has assisted us to find the other's interests, and where we are interacting through one or another of these interests."

Chandler (1983, p. 14) described the learner as developing a sense of freedom and responsibility because of having the choice in what is learned and how it is learned. Coltrin (1974, p. 21) noted, "The student tended to learn that his ideas and interests were important and significant, and he began to see himself as a more worthy and significant human being." When students and teachers work together, they share responsibility in all areas of school life (Tidwell, 1971, p. 24; Franzen, 1970, p. 19). This process reduces anxiety for students, and produces a feeling of self-worth. As Wilde noted (1984, p. 57), "Self-actualizing features are prominent in all stages of sharing."

The following are stages of Share: 1) Clarify Desired Outcomes, 2) Consideration of Choice, 3) Plan of Action, 4) Ownership/Belonging, 5) Acceptance, and 6) Observation.
Clarify Desired Outcomes

By clarifying the desired outcomes, the teacher can begin to understand specifically what the student wants to learn. Dewey (1966, p. 5) felt that this understanding of another comes from the sharing of interests. Kruger (1979, p. 16) noted, "In order to understand our fellow man, we will have to look at the quality of his experience by sharing how he feels and thinks about what he experiences and it is in the world which really speaks to him." According to Dewey (1966, pp. 257-258), during this stage of discovery and clarifying of interests, personal relationships are most productive.

Through this process of clarifying, the student and teacher will set goals that are achievable. By setting goals that students can achieve, they gain a feeling of success and importance. Lembo (1969, p. 94) related, "To the degree that acceptance and approval are contingent on achievement and need for affiliation high, the affiliation ideal is a potent force in learning."

Consideration of Choice

By participating with students in making choices, the teacher builds an atmosphere of trust and mutuality of effort. Rogers (1969, p. 114) pointed out that "teachers can be facilitators of learning only when they have a deep trust of the human organism. When . . . teachers trust students they give them choices and allow them to choose what and how they want to learn." These positive relationships between students and teacher will generate more trust and positive attitudes toward learning (Bills, 1952, pp. 313-320). Gefke (1972, p. 9) went further in
stating that, if students set their own goals, and assess their own development, they then develop more security. Brewer (1974, p. 4) asserted that the center of each person's life and relationships is the ability and desire to make choices.

Plan of Action

The student, in cooperation with the teacher, decides on the manner in which learning is to occur. Fromm (1947, p. 84) observed that people must be free to use their personal power to make decisions as it relates to their interests. Personal choice in developing how learning will occur is a central part of developing into mature persons (Peters and Farwell, 1959, pp. 217-218). Wilde (1984, pp. 58-59) supported this idea, stating, "The behavior of a learner is explained as the changes in behavior that occur as a result of his participation and sharing of the topics learned and the way they are learned." Postman and Weingartner (1969) suggested that when the teacher operated from a position of trust the student would be able to judge for himself what was valuable to him. Barnes (1977, p. 65) noted that it is at this stage that plans take place as a result of the personal relationships.

Ownership/Belonging

Trujillo (1982, p. 44) commented that sharing involves a sincere concern for another person's well-being and implies a reciprocal element of concern between persons. It is this sense of mutual well-being that Barnes (1977, p. 59) considered instrumental in maintaining close, personal relationships. Sharing cannot occur without mutual accompaniment (Dale, 1972, p. 49). Silberman (1970, p. 35) pointed out that students
want to share their experiences with those with whom they have established relationships. It is this democratic climate which creates ownership for the students. This mutual respect and caring, in the words of Holt (1969, p. 103), "means treating students as if their ideas made some difference, and when we treat people this way, whatever their age, color, or background, we find that communication barriers disappear and learning takes place."

Reichle (1978, p. 31) suggested this sense of belonging developed by mutual relationships aids the individual in developing feelings of self-direction and self-actualization. Maslow (1968, p. 25) observed that "healthy socially interacting individuals have sufficiently gratified their basic needs for safety, belonging, love and respect." The self-actualized person is then in a position where learning can occur. Margaret Mead (Combs, Richards, and Richards, 1959, p. 169) stated, "We learn who we are and what we are by the way we are treated by others. People are continually discovering and rediscovering themselves from birth to death."

Learning is the discovery and rediscovery of ourselves. Dale (1972, p. 49) discussed knowledge obtained by sharing: "That knowledge is of most worth which enhances the mutuality of human beings and develops a sense of community, the doing of important things together."

Observation

Observation was discussed previously in the Contact section (refer to page 14 for details). Also refer to Listen (page 18) in the Consult section.
Acceptance

Acceptance was discussed earlier in the Contact section (refer to page 16). Also refer to Concern (page 19) in the Consult section.

**Accompany**

Accompany is the continuation of person-to-person relationships by literally going with the student to meet his needs. The teacher, advised Barnes (1977, p. 71), becomes a learner/participant in order to be with the students in their self-directing and self-controlling learning process. Anderson (1983, p. 47) pointed out that "accompaniment moved people from considerations of interest into the sphere of mutual participation and action." The utilization of accompaniment is incorporating the ideas of the student as much as the ideas of the teacher (Noble, 1981, p. 28). Barnes (1977, pp. 68-69) described accompany thus: "The word accompany describes the situation . . . where the role of the teacher dissolves into that of learner/participant within the group and where the terms leader and follower seem inappropriate."

Reichle (1978, p. 26) described the teacher who accompanies the learner as a builder of alternatives, a sounding board for making choices, a suggestion maker, and co-designer for making new activities. Combs, Avila, and Purkey (1971, p. 211) detailed this process by defining accompany as offering guidance and understanding and moving with the help and desire of each participant. Wilde (1984, p. 62) stated, "It is a situation characterized by mutual faith and trust with all participants willing to have each individual make his own decisions."
This last stage of theory consists of: 1) Doing It, 2) Question, 3) Observation, 4) Reflection, and 5) Acceptance. These processes are described below.

Doing It

This is the action-based process. The learner actually goes out and becomes involved in learning. The teacher also participates in this mutual action of learning. Erikson (1968, p. 44) stated that this accompaniment consists of companionship and equality. Dewey (1966, p. 87), in discussing democracy, suggested, "Democracy is the extension in space of the number of individuals who participate in an interest so that each has to refer his own action to that of others, and to consider the action of others to give point and direction to his own."

Fromm (1947, p. 33) made reference to accompaniment in stating that the learner must do more than accept education, he must digest it, be in touch with it, and creatively change it. This is an ever-changing process which is dependent on the needs and desires of the student while in the process of learning.

Question

By questioning each other, the student and teacher use language to better understand what learning is occurring. Language denotes the manner in which our perceptions, judgments, and knowledge are produced (Postman and Weingartner, 1969, p. 102). Tidwell (1971, p. 30) described this questioning process as that in which the teacher participates in discussions, listens, then informs students of his own enjoyment, desires, and feelings. This type of communication permits
content, issues, subjects, and ideas to be brought forth (Howe, 1963, p. 73).

Observation

Observation, in a sense, is a continuation of the questioning process. The participants sense what is happening in the learning process by permitting their perceptions to come into play. Through communication, perceptions and mutual understanding can be transmitted between participants. This mutual understanding is what Combs (1979, p. 164) defined as being able to identify with others.

Reflection

Gefke (1972, p. 17) discussed the democratic teacher as having the ability to question, react, reflect, clarify, and synthesize communication with a student. This reflective posture enables one to look back and determine if the interests of the student are being met. Because the teacher and student are working together, reflective thinking is an intimate part of the learning process. The teacher and student are accepted as equals and may choose to change the direction of the educative process.

Acceptance

This last stage of the theory is where student and teacher accept the outcomes. Montagu (1962, p. 56) commented, "Man is most precariously dependent upon his human beings for support, and what matters most, for him, is the quality of his human relationships." Combs (1962, p. 147) believed that self-evaluation of what is learned is the most
effective measurement. Education is marked by what Weinberg (1975, p. 12) called "learning to learn" skills which involve initial thinking, analytic procedures, inquiring, and self-evaluation. When this synthesis of learning comes from mutual participation, the outcomes will be positive (Weinberg, 1975, p. 122).

Summary

Material presented in Chapter II related to the conceptual framework of this study. The "Theory of Personal Processes in Classrooms" by Barnes (1977) provided the structure. The five areas detailed were: Contact, Consult, Find, Share, and Accompany. These areas are from the "Other Direction" of the theory and consist of observable behavior.

In the following chapters, data are provided dealing with students' experiences in an alternative program. Six students are considered in case studies to illustrate their life situations prior to entering the alternative program and their reactions after arriving in it. These case studies describe the student's and teacher/participant's behavior as it relates to the theory of personal process.

Each of the following chapters describes a specific segment of the alternative program. These segments were designed to illustrate the operationalizing of specific categories of the theory of personal process. The case studies demonstrate the perceptions of the students immersed in the everyday reality of a special school. In all cases, the full richness of comments was reported as presented by students.
The outline shown in Figure 1 was employed in presenting the related literature and theoretical considerations of this chapter.

Figure 1. Outline of Conceptual Framework.
CHAPTER III

ORIENTATION: PAM

The alternative school staff designed an orientation program for new students. This time period when students come into the program is intended to acquaint them with the structure and operation of the school. The most careful attention is paid to forming relationships between student and teacher. The theoretical categories of Contact and Consult are highlighted in this chapter (see Figure 2). The other categories of the theory may also be present, but will not be addressed. For further information on orientation, see the Appendix.

1. Contact: reaching out by a teacher to a student.
   1.1 Observation: the act of perceiving by teacher and student.
   1.2 Inform: student gains information about program.
   1.3 Acceptance: the development of warm and caring attitudes.
   1.4 Choice: the expression that students have choices.

2. Consult: this is the process of how student and teacher learn about each other.
   2.1 Question: the idea of asking questions and receiving answers that allow participants to learn about each other.
   2.2 Listen: gathering of information by teacher and student.
   2.3 Concern: the showing of warm regard and the value of each student by the teacher.
   2.4 Choice: the student begins to take responsibility for what is learned by making choices.

Figure 2. Conceptual Framework for Orientation.
Pam's first day in the program demonstrated that she was shy. She would not look anyone in the eyes. Her speech was quiet, with little expression. When she walked, she walked softly so as not to intrude on anyone's space. Pam was a pretty young lady, with blonde hair and bright blue eyes. She weighed 100 pounds and was five feet four inches tall.

Pam appeared at seven-thirty with her mother, Nita. Nita said she wanted to enroll her daughter in the program. Dave and Tania, the two teachers, asked them to sit down so they could talk. Nita said that Pam's probation officer had referred them to the school. Pam was on probation for running away. Dave spoke to Nita:

Dave: Why did Pam run away from home?

Nita: She doesn't get along with her stepfather. This is the third time she ran away in the last six months.

During the conversation, Pam looked at the floor. Even when answering questions, she made little eye contact. She was nervous and fidgety. It was obvious that she was not comfortable.

Dave: Pam, do you want to attend school here?

Pam: Yes.

Dave: Why?

Pam: Because if I am not in school, then my P.O. will have me locked up. I really hate it in jail!

Dave: Were you locked up this last time you ran away?

Pam: Yes.

Dave: How long?

Pam: For a week. It was Thanksgiving week.
Pam's mother continued that she could not handle her daughter. She would appreciate any help that the teachers had to offer. The probation officer had told her that the staff was good at working with delinquent kids. The family's home life seemed to be deteriorating. Pam's sister was modeling some of Pam's behavior. Her stepfather, who was very discipline oriented, was "fed up." Nita was the mediator, but just did not know what to do. The teachers asked Pam if she wanted to check the school out for the day. She did. Dave and Tania indicated to Nita that they would call her at the end of the day to give their impressions of what was happening. Tania began talking with Pam:

Tania: What is happening with you and your father?

Pam: I can't stand him. He is not my father. My father died when I was five.

Tania: What does he do that you don't like?

Pam: He favors my younger sister. She is his daughter. She gets whatever she wants and never has to do anything around the house. I do all the work.

Tania: What kinds of things do you do around the house?

Pam: My mom works all the time--she is a nurse--so I fix dinner, clean, and pretty much take care of the house.

Tania: It sounds like a tough situation. After we get to know each other better, maybe we can do something about it. The students are here on the bus. Just hang loose and you will learn about the program.

Pam's first impressions of the school are interesting. She was instructed to write her first impressions in a journal. Pam wrote:

As you drive up and see the building you can't help but ask, "Is this really a school?" I was told that it was an old "bus barn" that had been converted into a school. The asphalt basketball court out front is the only indication that there may be a school existing within. As you open the door to enter you may
find yourself being greeted by Mr. Lucky, the constant guardian
dog. Lucky is an overly affectionate neighborhood labrador.

As you close the door and begin to look around, the environ­
ment is laid back. Then you notice the abstract art forms that
are obviously the students work. It looks like the building is
being renovated. Walls have been put up that form classrooms.
The couches, chairs and the fireplace make the atmosphere com­
fortable. It doesn't look like the inside of any school I've
ever seen.

Students are now starting to shuffle in and sit down. There
seem to be about twenty-five. I noticed they are staring at me.
A few of them are old friends, and one is an old boy friend.
Tania takes roll and then they begin something called "group."
Group is where all the members of the school get together, first
thing in the morning, to talk about problems, concerns, inter­
est, and the daily classes or activities. Everyone seems to be
very comfortable.

Tania began speaking:

Tania: I would like to introduce a prospective new student.
This is Pam. I think she needs to be "hot seated."

Randy: Pam, you need to sit in this chair in front of every­
one. This is what we call the "hot seat." As a new
kid, you are required to sit in front of the whole
group and we will ask you some questions. We do this
so we can get to know you as a person and get some
idea of your personality. Afterwards, we decide if
we want you in the program.

In the four years of the program, the students have never
stopped a new student from coming into the school. They ask some
extremely personal questions and expect them to be answered. Usually,
if a new student gets into a tough situation in answering questions,
someone comes to his rescue. The young people demonstrate their accep­
tance of new students. Debbie began:

Debbie: Pam, do you know everyone?

Pam: I know Ned, Randy, Theresa, Jim, Bob, and Clair.

Debbie: Why don't the rest of us introduce ourselves? My
name is Debbie. [The rest introduce themselves.]
Randy: Why do you want to attend school here?

Pam: My probation officer says that I have to go to school. I hate the regular school and would rather go to school here.

Ned: Why are you on probation? Don't worry, most of us are also on probation.

Pam: I ran away from home. My stepfather is impossible to get along with.

Jan: My stepfather is the same way. I can't stand him. Do you get high? On what?

Pam: I smoke some pot and drink.

Kim: I heard that you're promiscuous. Is that a problem? Can we trust you to behave around here?

Pam: That's really none of your business. I wouldn't do anything that would affect you guys.

Randy: What you do on your own time is your business. Just don't do it on our time. We have two basic rules. You come to school and you never come under the influence of drugs or alcohol. If you do, then you're dropped from school. Can you handle that?

Pam: Yes.

Tania: Does someone want to explain to Pam how the school functions?

Ned: Sure. In the mornings, you have a choice between the academic classes that are offered. Right now, there is First Responder, which is a science class that teaches us what to do when we are the first person on the scene of an accident. Dave is teaching a government class and Martha teaches G.E.D. in the mornings. In the afternoon, you can set up a contract to learn anything you want. We can even leave school if the contract calls for it. Wednesday mornings, we all participate in Self-Development where we learn about ourselves. This may sound complicated, but you'll get the hang of it pretty quick. Do you have any questions?

Pam: No.

Jan: What kinds of things do you like to do?
Pam: Party.

Jan: What else?

Pam: I really don't know.

Jan: That's what we will help you with. To figure out what your interests are.

Ned: If we let you into the program, did you know that you have to pass orientation? Orientation is a ten-day class where the teachers learn about you. All the new students do it together. It includes a three-day backpacking trip, one-day city scavenger hunt, lots of group activities, and classroom work.

Pam: It sounds hard. I've never been backpacking before.

Ned: It is hard! But, this way, you earn your way into school.

Dave: Does anyone have any more questions? If not, Pam, do you have any questions?

Pam: When do I find out if I am in school?

Dave: Right now. Well, what do you all think? I guess you're in. Let's take a break. Those of you in orientation meet in the back classroom.

Ned and Randy came over to Pam and walked outside with her. She seemed to enjoy their company. Pam was relieved that the "hot seat" was over. There was considerable information about her that the other students picked up. Pam also learned about the program and what was expected of her.

The remainder of this case study focuses on the rest of the first day of orientation and the first day of the backpacking trip. Teachers structure several activities that allow them to observe the students' behavior. Students must work together to accomplish the goals that are set. They make decisions on how they can accomplish these tasks.
Orientation was composed of five girls (Missy, Mary, Joni, Jennifer, and Pam) and four boys (Ned, Rick, Scott, and Joe). Both Dave and Tania were team teaching the class.

When the students returned from break, Dave told them he had an activity for them. The activity is called "knots." The purpose is to see how well the students work together to untie a human knot. Leadership and non-leadership abilities emerge. Students stand in a tight circle and each one reaches into the circle with his right hand and grasps another student's right hand. They then reach into the circle with their left hands and grasp another student's left hand. It is important that they do not grasp the same student's right and left hand. By doing this, a giant knot is formed. Dave informed the students that they must untie the "knot" without letting go with their hands.

Dave and Tania continually encouraged the students. Students seemed doubtful that it could done. Tania assured them that it was possible. Dave and Tania also carefully observed the students' behavior. Ned became the leader. He carefully instructed each student on where to go. Pam followed instructions and watched each person intently.

Several of the students become discouraged. Ned gave up instructing them. Dave asked, "Well, is everyone going to give up so easily?" Pam then encouraged her classmates on. Rick assumed the leadership. Slowly, they began to untie the "knot." After 45 minutes, they accomplished the task.

They then all formed a circle to discuss what had happened. Tania began:
Tania: Why do you think we had you do this activity?
Rick: To see how well we work together.
Ned: I think you wanted to see what each one of us did.
Tania: Good, you're both right. What did we see?
Scott: A mess. It took a long time!
Dave: Jennifer, who were the leaders?
Jennifer: At first, it was Ned, until he got frustrated. Then Rick took over.
Dave: What role did Pam play between Ned's and Rick's leadership?
Jennifer: She encouraged us. Pam tried to convince us that we could do it.
Tania: That's right! Ned, Rick, and Pam were instrumental in your success. Did anyone affect the group negatively?
Jennifer: I think that Joe and Scott did. They complained that this was a stupid game and that it was impossible to get untied.
Dave: Scott, did you realize what you were doing to the group?
Scott: I don't think so. It just seemed stupid.
Dave: Maybe you could be more positive in future activities. Joe, how about you?
Joe: I guess that I didn't think about it either. I'll try and be more helpful next time.

In observing Pam's interaction with her friends, it seemed she was much more outgoing. She seemed more comfortable, especially when she was not the center of attention. It was her encouragement that was the pivotal point for the group's success.

The next activity was for each student to do "trust falls." They blindfolded themselves and climbed ten feet up a ladder. They
would then fall backwards into the waiting arms of the group. Many of
the participants expressed the fear that they would be dropped. Pam,
Jennifer, and Missy were the most concerned. Dave and Tania both
assured the students that they would personally take care of their
health. Each student accomplished the task with no injuries. The three
young ladies were openly afraid, but did it with the encouragement of
the others. Everyone seemed to be getting close as they successfully
completed the activity.

Tania and Dave again led a discussion about the activity.
Emphasis was placed on acknowledging fears and overcoming them. Pam
stated that she "was afraid someone would drop me." She had a feeling
of relief when she realized that she had been caught. The first person
she saw when the blindfold was removed was Dave. She gave him a hug and
said, "Thank you."

The balance of the day was spent preparing for the outdoor trip.
Dave explained how to read a map and use a compass. The important fact
was that they would work as a group to get to predetermined destina-
tions. The teachers would not lead, but only participate. If a wrong
trail was taken, then everyone would go together. Their destinations
would not change.

The rules were explained to the students. There would be no
drugs, alcohol, cigarettes, or extra food. Everyone would stay together
as a group. If one left the group, he or she should let someone know
where and, if possible, bring a partner. Strict rules of outdoor eti-
quette would be observed.
Equipment was issued and each person chose a tent partner. Boys wanted girls, and vice versa, for partners. It was pointed out that it would not be acceptable since this was a school function. Pam picked her friend, Jennifer, for her partner. Food for the three-day trip was also issued. Tania then called everyone together:

Tania: Before everyone goes home, I am handing out journals. You will have daily entries which Dave and I will read. The reason is that we want to get to know each of you. Tonight, I would like to see you write two pages telling us about you. Try to describe your inner self. What makes you who you are? Also, write one page describing how you feel about the trip tomorrow. Are there any questions? Good. See you tomorrow.

Dave: Pam, let's call your mom. Do you want to stay in the school?

Pam: Of course. I'll call. Do you want to talk with her?

Dave talked with Pam's mother. She was relieved that Pam was staying in school. Dave explained the orientation course and the reasoning behind it. Nita was a protective mother and was concerned about her daughter's welfare. Dave assured her that there had never been a serious accident and Pam would be taken care of.

Tania and Dave began the next day at 6:00 o'clock a.m. They picked up students at assigned stops on their way to the Catalina Mountains near Tucson. The ride down was uneventful. Students were tired and slept most of the way. Teachers collected journals and read them on the way.

Pam's journal described her poor self-concept. She felt that no one cared for her. Her stepfather was trying to run her life. She expressed relief in getting out of the house for three days. Pam was
also anxious about the backpacking trip. In her journal she stated, "I don't see how I will be able to carry this pack for three days. It's really heavy and I am not very strong. It will probably be difficult putting up with everyone for this long of time. I've never spent that much time with anyone except my family."

The students arrived at the Catalinas at eleven the next day. The trip down was uneventful. They had lunch and discussed what was ahead of them. Dave began this discussion:

Dave: Here is the map. We are at the visitor station. We will spend the night in Sabino Basin. The trail we want goes by Seven Falls. Would somebody like to describe what the day will be like by looking at the map?

Ned: Wow. We have about nine miles to cover.

Dave: What's the terrain like?

Ned: Straight up. It looks like a 3,000-foot climb.

Dave: Is there water?

Ned: Up to Seven Falls. The last three miles, the trail leaves water. When we get there, everyone better fill up their canteens.

Dave: Good idea. While we're sitting here, I want everyone to set a goal for themselves for today. What will you accomplish today?

Tania: I would like each of you to also set a group goal. A group goal is something that you do for the group. Let's start with Scott and hear your goals.

The goals were all rather general. Personal goals covered such topics as completing the trip, having a good time, and learning to lead a group. Group goals included helping others, getting to know someone new, and keeping a positive attitude towards the group. Pam's goals
were to complete the day's hike without taking weight off the pack and not to "bitch."

Hiking to Seven Falls was beautiful. Dave and Pam walked by each other. Pam explained that this was her first backpacking trip. The two discussed their immediate environment and its beauty. They also discussed her family, friends, boy friends, and jail. She commented that she had little freedom and wanted to experience more things in her life. Pam felt that, "I don't even know what kinds of things would be fun. I like to party, but there should be more to life." Dave told her that part of her education should be to develop her interests: "I think that I could help you do that, Pam." She seemed excited.

After Seven Falls, the trail became steep. The students were moving slowly. Missy sat down and refused to move. Everyone gathered around her. Tania was talking to her:

Tania: What's wrong?
Missy: I can't do it. It's too hard.
Tania: Whenever things get tough in life, do you just quit?
Missy: I guess so.
Pam: If I can do it, so can you. You're bigger than I am.
Missy: You guys go on without me.
Tania: That's not the way we work. We stick together as a group. If we have to, we will all spend the night right here.

Jennifer: There isn't even water here. Let's move it, Missy.

The students used various tactics to try and get Missy to move. Nothing seemed to work. Missy was determined not to move. After an hour, Ned came up with a solution:
Ned: How about if we carry some of your weight. Can you walk with less in your pack?

Missy: I guess.

Dave: How about if we split up the weight. Who can handle it?

Ned, Rick, and Dave split the weight. Missy was moved to the front of the group and everyone proceeded. After another one-half mile, Jennifer and Pam began having trouble. Dave was behind Pam and Jennifer. He spoke:

Dave: Ladies, are you having a problem?

Pam: I don't think I can do it.

Jennifer: Me either. It's hot and I am thirsty.

Dave: You two can do it. I know you can.

Dave spent the rest of the day encouraging the two. Tania worked with Missy. Everyone completed the hike to their destination. Arrival time was 4:00 o'clock p.m. Everyone jumped in Sabino Creek and cleaned off.

Dave and Tania then scheduled a group activity. It was a "blind" hike where the students were paired with the students they knew the least. One student in the pair was blindfolded and led by the other on a short hike in the woods. Then the students reversed the procedure. Pam described what her feelings were in her journal:

It was weird being led around blindfolded. I barely knew Joe and to depend on him not to run into a cactus or fall was hard. He showed that he really cared. His voice was reassuring and he told me very specifically what to do.

When I led Joe I wanted to make sure that he wasn't hurt. I was more nervous than he was. He stumbled once and I thought I would die. We both felt great when it was over.
After the activity, students were directed to set up camp. It was a beautiful evening, so they did not need tents. Everyone set up their sleeping bags in a circle. Students were given an hour to write in their journals about the day's activities. They wrote about their goals and whether they accomplished them. Many of them finished the assignment early and relaxed.

Tania then gathered everyone together. She began explaining that dinner was a group process. Everyone contributed or he or she would not eat. Various people volunteered to cook, gather wood, and bring water. Pam worked with Jennifer and Tania to prepare dinner. Dinner was very successful and was completed by sundown.

The students were tired, but wanted to have a fire. Dave and Ned built a small fire and everyone gathered around. Dave instructed everyone to tell a story about something significant that had happened in their lives. He preferred that the stories be positive.

Pam described being chosen a cheerleader in seventh grade. She was sure that she would not make it, but she did. Ned spoke up and indicated that she was his girlfriend then and he was really proud of her.

Dave pointed out that Pam had doubts about climbing into Sabino Basin during the day's hike, but she was also successful at that. Dave praised Pam by saying, "It seems that you can accomplish anything if you put your mind to it."

Dave was the last to tell his story. His story was about a black bear that had attacked a group of boy scouts. Not only was
everyone tired after the stories, but also anxious to get into their sleeping bags.

The teachers in the alternative school were able to make contact with Pam, as well as the other students completing the orientation class. Activities were designed so that they could observe her interaction with others. They gained information about Pam and she learned of the program. Both teachers demonstrated caring and acceptance of all students. Pam participated in making choices with the students. The choices directly affected all participants and they were consulted about their concerns.

Dave and Tania consistently questioned Pam about her life. They listened to her concerns and established a warm and caring relationship. Pam's participation in the activities was designed to emphasize that she had the power to make choices which affected her life. These choices could then lead to positive outcomes.

Pam discovered that the teachers were concerned about her interests. Not only did they find her interests, but also shared them. The close relationships were solidified as the teachers accompanied Pam through her experiences.
CHAPTER IV

GROUP: PAUL

After the student-teacher relationship has been established in the orientation segment, Group comes into play. The effectiveness of the group is based on the students feeling that they are accepted and cared for. They realize that fellow students and teachers have their best interests in mind. This chapter will focus on the Consult, Find, and Share concepts of the theory (see Figure 3). The other concepts of the theory may also be part of the examples described, but will not be discussed.

Group is intended to assist students with their personal problems. The learning process appears to work better when it relates directly to the students' personal lives. When these young people are involved in solving their problems, other types of learning can occur.

Paul was a fourteen-year-old freshman when he came to the alternative school. He appeared at the beginning of the year as a referral from the junior high school principal. The principal telephoned Dave and expressed the opinion that Paul would never make it in the high school. She mentioned that he was rebellious to any type of authority and that he used drugs. He would take "anything that he could get his hands on," she said. The principal was quite concerned to see if the alternative school could do anything about Paul's drug problem.
2. Consult: the process of how students and teachers learn about each other.

2.1 Question: the idea of asking questions and receiving answers that allow participants to learn about each other.

2.2 Listen: gathering of information by teacher and student.

2.3 Concern: the showing of warm regard and the value of each student by the teacher.

2.4 Choice: the student begins to take responsibility for what is learned by making choices.

3. Find: the act of the teacher in finding the student's interests or problems.

3.1 Discovery: the discovery of students' interests, concerns, and needs. Teachers make their knowledge available to students.

3.2 Identification: the act of student's sorting out of what he wants to learn.

4. Share: one-to-one relationship between student and teacher where cooperative action takes place involving student's interests.

4.1 Clarify Desired Outcomes: the teacher and student clarify specifically what the student wants to learn.

4.2 Consideration of Choice: students decide what and how they want to learn.

4.3 Plan of Action: the student, in cooperation with the teacher, details the manner in which learning will occur.

4.4 Ownership/Belonging: the teacher demonstrates concern for the well-being of the students. Students have ownership for learning because it involves their interests.

Figure 3. Conceptual Framework for Group.
Paul was five feet seven inches tall and weighed one hundred thirty pounds. He had a blonde, Afro hairstyle. Paul's expressions were usually defiant or mischievous. These problems could be documented by the fact he was on probation for burglary. He had spent two months in jail over the previous summer for the crime.

Family was practically non-existent for Paul. His mother and father were divorced when he was nine years old. The mother then moved to California and Paul lived with his father. The two continually argued and got into physical altercations. Of this, the father commented, "I don't understand that kid, I beat him with a belt and he turns around and does the same thing again. Someday, I'll beat some sense into him."

Paul sometimes lived with an older sister and her husband. He decided, prior to joining the alternative school, that he would not live with his father. Most of the time, he lived with different friends and their parents. From day to day, it was difficult to discern where Paul would be staying.

Paul had successfully completed the orientation. His relationship with the teachers had solidified. Both Dave and Tania had spent considerable time with him in solving problems. Two instances in which Paul's problems came up in group will be detailed. The group process usually runs one hour. Several students' problems may surface during one group. This case study focuses on the portion of group that pertains to Paul.

Group begins each day with all participants in school sitting in a large circle. There were twenty-four students and two teachers. The
furniture consists of overstuffed couches and chairs. It was a Tuesday morning and everyone seemed in pretty good spirits, except Paul. Tania started the day by taking attendance. She then began group:

Tania: Paul, we had an interesting call yesterday afternoon from your probation officer.

Paul: Oh? What did he want?

Tania: He is reviewing your last breaking and entering. He is trying to decide what to do with you.

Paul: That's a bummer! What can they do?

Jim: Lock you up and throw away the key.

Paul: No way. I've been clean for a month. I am not going back to jail. They would have to catch me first.

Dave: Paul, how long do you think it would take? One, maybe two days?

Paul: If I want to hide out, no one can find me.

Mary: Who wants to spend their life on the run?

Tania: Part of the problem, Paul, is that you're not living with your dad. He is responsible for you and the court expects you to be with him.

Paul: He is an ass. There's no way I'll go back.

Dave: If you want to stay out of jail, you have to show that you're living with a responsible adult. How about your sister and her husband? Can you live there?

Paul: I don't know. Maybe.

Jan: Why don't you find out! It's better than jail.

Paul: Okay, I'll call her.

Tania: The next thing, your P.O. has ordered a psychological examination. He wants to see if you are competent in your dealings with people. If not, then they lock you up.

Paul: No one is going to play with my head.
Unfortunately, you really don't have any choice. I have a good friend at the counseling center who does the test. Would you be willing to get tested if I come along?

Dave will see that nothing happens to you.

Alright.

Why don't you set up an appointment at the center? If we have your sister interviewed at the same time, we can have her determined a suitable home.

Why does my sister have to come?

The court doesn't want you living somewhere that you would continue getting in trouble. By interviewing her, a counselor can determine if the home environment is a good one for you.

Because the counselor is a friend, we can make sure that everything comes out in your favor. Do you think you can handle it?

I really don't have much choice.

Yes, you do. You can run, go to jail, or work all this out.

I think working it out sounds the best.

Paul, if you're going to work this out, what do you have to do?

Call my sister and see if I can live with her. I need to explain the situation to her and see if she will meet with a counselor.

What else?

Call the counseling center and set up an appointment. Dave, will you come along?

Sure! This sound like it will work! What do the rest of you think?

The rest of the students concurred. The group continued with other business. Paul was consulted about his problem and the teachers were able to find out what he wanted to do. Everyone showed concern for
Paul and they helped him develop a plan of action. This plan also included Dave's accompanying Paul to the counseling center. The students and teachers offered support and encouragement in this situation.

In the days that followed, Paul's sister was given guardianship of Paul. His probation officer saw that Paul was not sent to jail. At the time of this writing, Paul has had no further arrests.

Paul's relationship with his father still had not improved. In a group a month later, this again became an issue. It was just before Christmas and the students were getting ready for Christmas vacation. Paul was obviously in a bad mood and was complaining to everyone before school began for the day. During Group, a student, Debbie, brought up the problem:

Debbie: Paul, why are you bitching at everyone? If you're not bitching, then you're putting them down. What's going on?

Paul: Nothing!

Sue: You have a rotten attitude today!

Paul: So, what?

Debbie: Did you know that you hurt my feelings when you called me an "air head"?

Paul: I didn't mean to hurt your feelings. I was joking around.

Tania: Okay, Paul, what's going on?

Paul: Nothing.

Tania: Does it have anything to do with Christmas and your father?

Paul: I don't know.
Tania: Christmas is a time for families. Have you resolved anything with your father?

Paul: I am so lonely. I don't have anyone.

Paul began crying. Most of the students also showed their emotions.

This went on for five minutes. Then Tania asked:

Tania: Do you want to work things out with your dad?

Paul: Yes, but I don't know how. Besides, he doesn't want to.

Tania: I bet he does. Most fathers want their children close to them over Christmas. Would you like some help with your dad?

Paul: Yes.

Tania: It's important that you two get together. You have two weeks until Christmas. Why don't you invite him to your sister's this weekend?

Paul: What good would that do?

Tania: That's just the easy part. What you have to do is tell him you love him! You also need to express that you want to work things out.

Paul: I do want to work things out. But it's hard.

Pam: I'll say, it's hard. I am trying to work things out with my dad. Every day I give him a hug and tell him I love him. You know, sometimes I get nothing in return. I guess the important part is that it makes me feel better in knowing that I am trying. Maybe it will help you, Paul.

Randy: At least you have a father. It's worth the effort.

Dave: Paul, try and set up regular meetings with your dad. Make sure you spend Christmas together, if that's important to you.

Paul and his father spent Christmas together at his sister's house. After the vacation, Paul felt better about their relationship.

He now tries to see his father once a week. The relationship that Paul
and his father have taken years to deteriorate. It will probably take time and hard work if it is to become warm and loving.

The group process employed at the alternative school is designed to assist students in solving their problems. Students and teachers provide an atmosphere of warmth and support. For learning to occur, students must feel good about themselves and their lives. In Group, students are consulted about their problems. Their problems are identified, clarified, and shared. Plans are developed to solve them. If necessary, teachers accompany students in this problem-solving process.

Paul discovered that other students may have had similar problems. Working with the teachers and students, he was able to develop a plan to solve his problems. Teacher and students working together were able to assist Paul in his learning process.
CHAPTER V

OUTDOOR PROGRAMMING: TISH

Outdoor programming is used in the alternative school to establish contact with students and to consult with them about who they are. Not only is it used in the orientation segment of the school, but also to re-establish or strengthen student-teacher relationships. Outdoor programming in this context includes: rock climbing, rappelling, backpacking, orienteering courses, obstacle courses, rafting, and canoeing. For further information, see the Appendix. This case study focuses on one day of rock climbing and a young lady named Tish. Contact and Consult, as they pertain to this case study, are shown in Figure 4. The other concepts of the theory may be demonstrated in the following examples, but they will not be discussed.

Tish was fifteen years old and five feet four inches tall. She had brown hair, brown eyes, and wore glasses. Her weight was 120 pounds. Poor vision was mirrored by her facial expression. When she spoke, it was done so softly. In a group setting, few could hear what she had to say.

Her family consisted of five other sisters, two older and two younger. Only two sisters had the same father, and her mother, at that time, was divorced. Tish claimed to have been sexually abused by many of her mother's boy friends, with her mother's consent. She says that both her younger and older sisters experienced the same difficulties.
1. Contact: the reaching out by a teacher to a student to establish or re-establish a relationship.

   1.1 Observation: the act of perceiving by teacher and student.
   1.2 Inform: students gain information about themselves.
   1.3 Acceptance: the development of warm and caring attitudes.
   1.4 Choice: the expression that students have choices.

2. Consult: this is the process of how students and teachers learn about each other.

   2.1 Question: the idea of asking questions and receiving answers that allow participants to learn about each other.
   2.2 Listen: gathering of information about each other by teacher and student.
   2.3 Concern: the showing of warm regard and the value of each student by the teacher.
   2.4 Choice: the student begins to take responsibility for what is learned by making choices.

Figure 4. Conceptual Framework for Outdoor Programming.

Tish had been a runaway for the last eight months and she had lived with several families in the area. The Department of Child Protective Services had refused to act on the case because the mother would not file runaway charges.

Tish seldom looked anyone in the eyes while talking. She had very little self-confidence. Within the last year, she had begun using marijuana. This drug seemed to make Tish even more introverted.

In the six months she had been in the program, Tish had had three boy friends. They were all members of the school. According to her conversations, she was quite promiscuous with them. At school, she
was openly affectionate with them. Teachers and students had asked her to conduct herself like a lady at school.

Tish completed the orientation, but had little success. She had difficulty completing goals she set for herself. Tish saw herself as a quitter who constantly asked for help. Whenever she had a choice, she seemed to set herself up for failure. If the pattern was not altered, she could go through life having someone take care of her.

Students in Tish's class decided they wanted to do a one-day, rock climbing trip. She was the only person dissenting, stating, "What is the purpose?" Her classmates explained that it helps one's self-concept to accomplish something that you are afraid of. They also pointed out that she needed help with her self-concept. Tish then decided that she would give it a "try."

The ten students in the class were given a journal assignment the night before the trip. They were to express how they felt about climbing a 60-to-70-foot rock face. In her journal, Tish stated:

I am really afraid to climb tomorrow. If I don't everyone will know that I am a chicken. Maybe if I at least give it a try everyone will get off my back.

One of the things I am suppose to write about is how does this relate to my life. I really don't see how climbing a dumb rock relates to me. Maybe the fear a little. It seems that I am always afraid of something.

The next morning, everyone in the class left the school at eight o'clock. The students seemed somewhat hyperactive and nervous. While riding in the van, Dave instructed everyone to practice the knots they had learned the previous day. Dave stated, "Remember, those knots may
save your life. They are what tie you into the rope and keep you from falling. Be sure and check each other."

After practicing their knots, the participants lapsed into personal conversation. Tish was talking to Tania about the upcoming climb. She seemed to be looking for reassurance. Tish spoke:

Tish: Tania, I don't think I can do it. I am really afraid.
Tania: Sure, you can. There is really no danger. If you fall, Dave or I will catch you.
Tish: I think I am going to puke. Can I go home?
Tania: It's a little late, we're almost there. Do you realize that you run away from everything in life?
Tish: I guess so.
Tania: You have friends here who will support you to climb those cliffs. Why don't you decide to do it?
Tish: Okay, I'll do it. Don't you get scared?
Tania: Of course, I do. I even get afraid when I belay you guys. You know, when I run the ropes so you won't fall.
Tish: Why does that bother you?
Tania: Because I don't want anything to happen to anyone.
Tish: I'll second that.

When they arrived at the cliffs, the instructors had the students run a mile to loosen up their muscles. While they were running, Dave and Tania climbed to the top and set the ropes. Afterwards, Dave rappelled down to talk with the students. Dave explained:

Dave: Okay, everyone, gather around. This is serious business, so listen to what I have to say. If you have questions, just ask. This takes team work and cooperation on all your parts. Does everyone have on your diaper from yesterday? Good. What is it for?
Rick: This is the sling that ties us to the rope.

Dave: Right. The rope that we use is a Perlon rope. It is composed of strands of fiberglass cord. It will withstand a fall of 2,000 pounds. No one weighs that much, do they? Climbers always wear a climbing helmet. Why?

Ned: If we fall, we won't splatter our brains.

Jim: Also, if a rock breaks loose above us and hits us on the head, we will be all right.

Dave: Good. In this sport, safety is important. Watch. This is how you tie a figure-eight knot. This is where you tie into your diaper with it. Everyone learned the knot. You use a locking-D to connect the rope to the diaper. It's important that, before you climb, a spotter checks your knots. A spotter tells you where handholds are if you get in a jam while climbing and can't find them. Spotters, make sure to wear a helmet, because you're close to the cliff. Any questions?

Pam: Do we all spot?

Dave: Yes, everyone spots once and climbs once. While climbing, make sure you always have three points of contact on the rock. Two hands and one foot, or one hand and both feet--knees and elbows don't count. You want to be as stable as possible.

Jim: Can we jump for a handhold?

Dave: No. Three points of contact on the rock. You do not climb the rope under any circumstances. The calls are important. The person at the top is called the "belayer." That will be Tania and myself. If you fall, we're the ones that hold the rope until you get back on the rope. If you fall, you will not fall more than two or three feet.

Tish: Do you think you can hold me?

Dave: Both Tania and I have belayed people that weigh twice as much as you. In fact, Tania will belay me in a minute and I weigh lots more than you do.

Tania: Okay.
Dave: When you first hook into the rope, you call to the belayer, "On rope." The belayer will then call back, "On belay." The climber then calls, "Climbing." Do not climb until you hear the belayer yell, "Climb on." Spotters, be sure you hear the calls, too. Sometimes, you may have to make the calls if the climber freezes.

Randy: If a climber freezes, do you lower them down?

Dave: Once you start climbing, there is only one way to go. That's up. We will not lower anyone down.

Randy: Wow, pressure's on.

Dave: The other calls that are important, be sure you hear these. These calls save the belayer's back. Remember, we are holding you.

Mary: What's to stop us from pulling you off the ledge?

Dave: Good question. We are tied to a tree and the rope runs around us. So, we put on the brakes if you fall.

Jan: Do you have to be strong?

Dave: No, but you have to be alert and watch what we're doing. When you're climbing and the rope gets too tight and might pull you off the side, yell for "slack." Then we give you some slack. If you're climbing and you get too much slack in the rope ask for "tension." Why is this important?

Ned: Because, if you fall with lots of slack in the rope, you fall a lot farther.

Dave: And that's how people get hurt. It's a lot harder on the belayer because the weight isn't constant. Be sure to remember your calls. Spotters, if you see the climber is screwing up, make the calls for him. The last call is, if you think that the next move you make is difficult and you may fall, then you yell, "Making a move." This way, the belayer can prepare for your fall. We will catch you, no matter what, but it's easier if we are prepared. Any questions?

Jennifer: What happens if there are no handholds or footholds?

Dave: You can wedge your hands or feet into cracks; use ledges to your advantage. Conserve your energy. If
you freak out and just hang on, you're using up energy. It takes as much energy to hang on as it does to climb. The more time you take, the harder it gets. How do you guys feel about the climb?


Tish: I am really afraid.

Dave: Is there anyone that isn't afraid? I didn't think so. I have butterflies and I've climbed this before. Fear is a natural safety device in our bodies. We should listen to it and respect it. Many of our fears can be overcome, some can't. We confront them and conquer them. Those that we can't overcome should be looked at. If someone pulls a .38 on me, should I be afraid?

Ned: I'll say so. That's instant death.

Dave: So, it's important to acknowledge fear, and if it can't be overcome, then respect it. Any questions about the climb? No? Does anyone want to decide not to do it? Good. There are two climbs. You can choose either one. I'll demonstrate this one and Tania is set to belay.

Dave made the climb slowly, demonstrating the calls, handholds, and techniques. He fell to show visually that Tania could support his weight. Dave completed a somewhat difficult "overhang" so that students could see that it could be climbed. At the top, he thanked Tania and proceeded to the other rope for the second belay position.

Ned, Randy, Rick, and Theresa all made the climbs quite easily. Each one had a "spotter" that encouraged them and assisted whenever necessary. The four took an easy trail back to the bottom to "spot" and watch the other climbs.

Tish hooked in and began climbing Dave's rope. Ned was spotting. About fifteen feet off the ground, she froze. Ned spoke to her:
Ned: The longer you hang on that ledge, the more energy you will use up. There is a handhold above your head.

Tish: I can't do it. I am afraid. [She began crying.]

Dave: Crying is going to use up your energy. You can do it.

Ned: Grab that rock above you. There is a crack by your knee for your foot. Do it.

She began lifting herself up. Placing her foot in the crack, she used it to wedge in and push. Her foot slipped and she fell. Dave held her and she fell only a couple of feet. Dave spoke to her:

Dave: Get somewhere where you can support yourself.

Ned: There is a ledge to your left. Good, you're on it. Now work your way back to the crack.

Dave and Ned worked with Tish for over an hour to get her within ten feet of the top. There was a slight overhang she had to complete before reaching the top. She yelled:

Tish: I don't have any strength left. Let me down.

Dave: No way. You've come this far, you can do it. I can see your hand. You're not that far. Let's move.

Ned: Grab the top of the overhang and use the crack to the right for your foot. You can make it!

Tish: No energy, how can I do it?

Dave: Tish, you let everything beat you in life. Everyone else made it through there, so can you. This is a beginning for you, so let's accomplish it. You know I won't let you fall, since you haven't taken a dive yet. Come on, Ned and I are doing all we can. It's up to you now.

Tish: Alright, I'll do it.

Tish made it to the top of the cliff. She hugged Dave and thanked him. Her fellow students cheered her success. Ned gave her the
thumbs-up sign. Her climb took one and a half hours. Tish was exhausted, but sat around and talked with Dave as he belayed the next climber. Tish expressed the success she was feeling, "You know, if I can climb this seventy-foot cliff, I can do anything."

This climbing experience may have been instrumental in assisting Tish in developing self-confidence and self-worth. Through the support and caring of her teachers and fellow students, she accomplished a task she thought impossible. The close personal relationships where Contact and Consult occurred can then be used as a foundation for finding and discovering her interests. The teacher and students demonstrated their care and concern for Tish. This process demonstrated for her a sense of belonging.
CHAPTER VI
CREATIVITY: HOLLY

Creativity is an option for alternative school students to pursue their interests. The foundation for this option to be successful is the relationship that the student has with the teacher. A warm, supportive relationship encourages students to pursue what they want to learn. This creative class provided the freedom necessary to be successful. The creativity class may take place in the school, community, or wherever the students' interests lead them. For further information on creativity, see the Appendix.

This case study focuses on a teacher assisting a student to pursue her interests. The interchanges and activities cover two days in the alternative school. The concepts from the Theory of Personal Process that are used are shown in Figure 5. Other concepts of the theory may be present in the examples, but will not be discussed.

Initially, looking at Holly, it was obvious that she was a "street kid." No more than five feet two inches and 100 pounds, she still managed to have a tough look. Strength seemed to emanate from her. This external demeanor was only part of her complex personality. Holly was always involved with her close friends. She would do anything for them and expected loyalty and trust in return. She operated with a "code of the streets," which meant that friends always supported each other, no matter what the consequences.
3. Find: the act of the teacher in finding the student's interests or problems.

3.1 Discovery: the discovering of students' interests, concerns, and needs. Teachers make their knowledge available to students.

3.2 Identification: the act of sorting out what the student wants to learn.

4. Share: one-to-one relationship between student and teacher where cooperative action takes place involving student's interests.

4.1 Clarify Desired Outcomes: the teacher and student clarify specifically what the student wants to learn.

4.2 Consideration of Choice: students decide what and how they want to learn.

4.3 Plan of Action: the student and teacher detail the manner in which learning will occur.

4.4 Ownership/Belonging: the teacher demonstrates concern for the well-being of students. Students have ownership for learning because it involves their interests.

Figure 5. Conceptual Framework for Creativity.

The key to Holly's values came from her upbringing. Her father was the president of a motorcycle gang and was convicted of murder. Holly's mother divorced him while he was in prison. She married a "hippie" type and they moved from the city to a rural area. Holly still had a certain allegiance to her father and his gang members.

Holly had been "doing drugs" since third grade. Her father, mother, and stepfather all allowed her to use drugs, and used them with her. Traditional school teachers never discussed Holly's being under the influence with her. She spent nearly every day "high" during seventh and eighth grades. When the investigator first encountered Holly
at the traditional high school, she was so "stoned" she couldn't complete a sentence. Later, it was learned she was using "acid." No one in the school had noticed her unusual behavior. She expressed interest in a different kind of school and was told to come to the alternative school the next day. She was told not to come under the influence of any drug or alcohol.

Holly ended up spending three and one-half years in the alternative school program. For two and one-half years, she lived with her mother and stepfather, forty miles from the alternative school building. Her house had no running water or electricity. It would take her from one to one and a half hours to get to school, depending on the weather.

Holly had a very poor relationship with her stepfather. Most of the time, he didn't work and stayed around the house using and selling drugs. She was close with her mother; they acted more like sisters when they were together. They would all "party" together at night and some of the kids in the area would also participate.

During her last year in school, Holly decided to move into town and live on her own. She had a little money, which came from a part-time job. Holly lived with different friends, depending on what was happening with their parents. Most of the time, she stayed at Bob's, her boy friend's house. He was also a member of the program. His parents worked out of town Monday through Friday and many of his friends would use his house as a "crash pad." When Bob's parents came home on the weekends, Holly would have to find someplace else to stay. His parents would not approve of a young lady staying at their house.
Considering Holly's lifestyle, she had high moral values. She was not as promiscuous as most of the school's girls. There were many occasions when she would encourage her girl friends to "clean up their act."

Holly had an extremely strong personality and never backed down from a disagreement. She always fought for the "underdog." Holly was the "leader" at school during her last two years. She worked hard at bringing all the members together to develop a sense of "family."

During her years at the alternative school, she formed close, personal relationships with the two teachers. There was mutual respect and caring between them.

When Holly was beginning her last semester in the program, she was concerned that this might be the last opportunity she would have for fun. She had already completed all of her "academic" courses necessary for graduation. Holly and her teacher, Dave, discussed this situation:

Dave: Holly, since you're about to graduate, what kinds of things would you like to learn before you leave the alternative school?

Holly: I don't know, Dave. I am not sure what my interests are. It seems that I do the same things every day. It really gets boring.

Dave: You know that the things we do in our free time are really important. It helps us relax, but also stimulates us mentally. Do you have any idea what would be fun for you to learn to do?

Holly: That's really hard for me. Do you have any suggestions?

Dave: Why don't you spend some time thinking about it? By tomorrow morning, see if you can come up with a list of fifteen or twenty things that you might be interested in learning to do.
The next morning, Holly shared her journal with Dave. Her interests included: laying carpet, riding a motorcycle, upholstering furniture, flying a hang glider, installing a car stereo, dancing, cooking, playing chess, playing backgammon, horseback riding, going to college, and getting a good job.

Holly wrote about her experience in developing these interests in her journal. She stated:

I decided what I wanted to learn and brought it to the attention of Dave. He thought that these things would be good for me to learn, so he and I drew up what we called a creative studies contract. This was definitely creative! He and I set up everything. Each subject had a who, what, where, when, and how. The contract had to answer these questions. To me, these things are what I wanted to learn. They are my interests. Dave was interested in what I wanted to learn, and then let me, and helped me carry it out.

Holly arrived the next morning with many of the other students on the bus. She had a sparkle in her eyes and seemed to be excited.

Dave was sitting at his desk, talking with several students:

Dave: Tim, did you see the Celtics last night? That was some game!

Tim: Yeah, the Celtics are too tough for the '76er's. Bird must be the best white player ever.

Dave: He's probably one of the best forwards ever, any color.

Pam: Dave, where's my hug?

Dave: Come here!

Holly: I think it's time for classes to start.

Tania: Girls, class, we're going to Pam's to make lasagne. Let's go.

Holly: Dave, do you have time to talk about my project?

Dave: Sure. Did you make a list of your interests?
Holly: Yes, I have a neat list.

Dave: This looks like it could be a lot of fun. Many of your interests are subjects I can't teach. I do know people in the community that can help. If I give you their names, do you think you can set up these experiences on your own?

Holly: I can try. If they will not cooperate, will you help?

Dave: Sure! When we write up the contract for these projects, I'll talk to everyone. You, the person you're working with, and I will all decide if you learned what you expected to. That way, we can evaluate what's been learned. How does that sound?

Holly: Fine.

Dave: Let's go over these subjects and discuss them.

The creative contract that is entered into takes mutual effort on the student's and teacher's parts. When the community is utilized in the learning process, it can greatly enhance learning. The student has a great deal of freedom and responsibility in this situation. It is extremely important that the teacher participates in all phases. The students develop the attitude that they are all sharing the experience. The planning for three of these learning experiences is recounted as

Holly spoke:

Holly: Dave, how am I going to learn to ride a motorcycle?

Dave: I can explain how the motorcycle functions. It doesn't take very long to explain the basics on how to ride.

Holly: But what will I ride? Your bike is too big for me to learn on.

Dave: My bike is definitely too large to learn on. I can use it to demonstrate things like how you use the clutch, brake, start it, put gas in it, and ride in traffic. I've got an idea. Bill, would you come over here for a minute?
Bill: Sure. What's up?

Dave: Do you still have that little Honda? Holly wants to learn how to ride a street bike.

Bill: Yes. It runs kind of crummy. I'd like to teach Holly how to ride.

Dave: It's really important that you do it safely. Maybe you could start in the parking lot. Can you bring it tomorrow?

Bill: It will be here. Dave, I don't drive a bike radically. Safety is first. Besides, I like Holly and wouldn't want her to get hurt!

Holly: That's really nice of you, Bill! Would you sign this contract agreeing to teach me to ride? You will also help to evaluate how well I learn to ride. Can you handle it?

Bill: No problem. Sounds like fun.

Dave: That was easy. Thanks, Bill.

This was a good example of how one student's interests can be expanded to include other students. Bill also became involved in the teaching process with another student. Students share interests and accompany each other in the learning process.

Holly wrote in her journal about another of her interests that she was able to explore:

I feel that there is something special that Dave and Tania do. They accept us for what we are and they treat us as equals. They get involved into our personal lives to help us out. They get to know all about us and not just our academic skills. They are very understanding and caring people. I love them lots. I've admired the work that Dave and Tania have done for me and they are my idols. I want to follow in their footsteps and be an alternative school teacher. They took an extra step and found out that I wanted to be a teacher.

They helped me to apply for scholarships and grants. We also went to the University of Arizona and checked out the education department. I was able to attend a class with teachers and discussed "alternative schools."
Dave furthered this interest by tying it in to a job. Many times, students like Holly need the monetary reward of working to help their living situation. Holly paid for her living expenses. Dave discussed these possibilities:

Dave: I know that you want to be a teacher. How would you like some firsthand experience?

Holly: What do you mean?

Dave: We need a teacher's aide and you could help me teach a few classes. Holly, you know the program as well as I do and you could be really helpful in working with other students.

Holly: When would I do this?

Dave: Since you are only on a half-day schedule, how about the afternoons? We could even arrange for you to get paid.

Holly: You're kidding! How can you do that?

Dave: We have sources for funding for economically disadvantaged students. The idea is to place students in meaningful employment. Training you to be a teacher would definitely qualify.

Holly: Sounds great. What do I do?

Dave: Here are the forms you need to fill out. Call this guy on the card, Mike, and arrange a meeting with him here at the school. I'll be at the meeting and we will get this started as soon as possible.

The teacher was able to tie two of Holly's interests together. She openly communicated her interests and excitement. Not only was she able to see learning could be fun, but also rewarding. Later in the day, the other students were informed of Holly's new position:

Dave: I have an announcement. Holly is going to be our teacher's aide for the rest of this semester. She has been in this program as long as I have. Tania and I feel she can really be helpful.
Tania: Holly can assist some of you in developing contracts that relate to your interests. She will also assist you in evaluating your learning. It will be like having another teacher.

Bill: Holly, what do you think?

Holly: I really love this school and someday want to be a teacher. This is a great learning opportunity for me.

Mary: Will you be on a power trip and boss us around?

Holly: Not hardly. I am one of you. I am here to help.

The last interest discussed in this chapter is furniture upholstering. Holly began:

Holly: Dave, when I get my own place, I want to be able to decorate it my way. I think it would be neat to upholster the furniture any way I want.

Dave: Sounds good. Do you have any ideas on how to learn it?

Holly: Do you remember Mike? His parents own Nancy's Furniture. They do upholstery work.

Dave: Sure, I remember them. I've met his mom and dad. In fact, they donated that couch and loveseat.

Holly: How about if I call his mom, Nancy, and see what I can work out?

Dave: Good idea.

Holly then called Nancy and talked to her:

Holly: Hi, Nancy. This is Holly from the alternative school.

Nancy: What can I do for you?

Holly: Dave and I were discussing a learning project that I am interested in. I would like to learn how to re-cover furniture. Do you think I could learn from you and your husband?

Nancy: Yes, but it will take time. For you to get the right skills, it might take a month. Do you have the time?
Holly: Yes. I could spend four hours in the morning with you for the next four weeks. We have a contract format that describes what I will learn, how I learn it, and how we can evaluate the learning. Can you meet with Dave and I to fill it out?

Nancy: Sure, how about tomorrow at four p.m.?

Holly: Good, see you then.

In this case, the teacher frequently demonstrated four categories of the theory. The relationship qualities of Contact and Consult were warm and supportive. This process made finding the student's interests extremely productive. The teacher provided opportunity for decision making on several occasions. The student and teacher discovered and clarified interests. They specifically established outcomes and considered possible choices. Together, they established a plan of action. Dave continually asked the student her feelings and supported her ideas. She described her ownership through her interests.

The stage was also set for the last category of Accompany. In each example described in this case study, the teacher planned to participate with the student in doing her projects. Built into the creative contracts (see Appendix) were questioning and observation on all participants' parts. Reflection on what was to be accomplished was an ongoing process. Dave had set the stage for Acceptance throughout the relationship with Holly.

The concept of creative projects is a fundamental component of the alternative school. It provides the student and teacher the flexibility to follow the student's interests. By utilizing the contract
method, all participants have a basic understanding of their roles in the learning process. Pursuing interests wherever they occur, in the school or community, allows the learning process to be successful.
CHAPTER VII

CLASSROOM:  RON

The classroom is where all segments of the Theory of Personal Process really come together. Contact and Consult have been developed with students through orientation, group, and outdoor experiences. Students' interests to learn are nourished in the classroom. The core of this learning is the relationship that the teacher has developed with the students. An important ingredient in the alternative school curriculum is the freedom to pursue students' interests.

The "classroom" may be a physical space in the alternative school, the community, the wilderness, or anywhere learning may occur. This case study is one day in a government class. It incorporates the classroom and the community. The concepts that are incorporated in the classroom are Find, Share, and Accompany (see Figure 6). The remaining concepts of the theory may be present, but will not be discussed.

The student highlighted in this study is Ron, an eighteen-year-old senior. Ron was referred to the alternative school because he would not receive enough credits in the traditional program to graduate on time. It was felt that he could do extra projects in the alternative school to graduate on time.

Ron was an only child living with both of his natural parents. They came to all the alternative school parents' meetings and demonstrated that they cared for Ron and were interested in his education.
3. Find: the act of the teacher in finding the students' interests or problems.

3.1 Discovery: the discovering of students' interests, concerns, and needs. Teachers make their knowledge available to students.

3.2 Identification: the act of student's sorting out of what he wants to learn.

4. Share: one-to-one relationship between student and teacher where cooperative action takes place involving student's interests.

4.1 Clarify Desired Outcomes: the teacher and student clarify specifically what the student wants to learn.

4.2 Consideration of Choice: students decide what and how they want to learn.

4.3 Plan of Action: the student and teacher detail the manner in which learning will occur.

4.4 Ownership/Belonging: the teacher demonstrates concern for the well-being of students. Students have a feeling of ownership for their learning because it involves their interests.

5. Accompany: the teacher actually goes with the student to meet his needs.

5.1 Doing It: the learners become actively involved in learning.

5.2 Question: the teacher and students question each other to better understand what learning is occurring.

5.3 Observation: the perceptions of teacher and student of the learning process.

5.4 Reflection: looking back by student and teacher to see if the student's interests are being met.

5.5 Acceptance: student and teacher accept the outcomes of their mutual learning.

Figure 6. Conceptual Framework for Classroom.
He also held a job during his entire stay in the program and was enrolled in a work experience class. This class allowed him to leave school at noon and go to work in a local restaurant.

He did like to party with his friends. Ron smoked pot and drank. His parents were not aware of this behavior. He did seem able to handle himself rather well. Several of his close friends were also members of the alternative school. Towards the end of the year, he and Tish had developed into boy and girl friend.

Respect was something that Ron readily gave to his friends and teachers. He demonstrated polite manners and a caring attitude. Ron was six feet tall and one hundred eighty pounds. He had long brown hair and brown eyes. Most adults thought he was a "nice kid."

Ron came into government class with an obvious chip on his shoulder. His body language seemed to say that he was frustrated. Dave pursued the problem:

Dave: What's wrong, Ron?

Ron: What happens if I kick a kid's ass who is under eighteen? I suppose I would get shafted because I am eighteen.

Dave: That's a good question. We have been talking about the Bill of Rights and what our freedoms and responsibilities are, so your question is extremely relevant. Why do you want to fight this kid?

Ron: He pulled a gun on some friends of mine. They are only freshmen and this guy is a junior. I don't like guys pulling guns.

Dave: Tell me when he pulled the gun.

Ron: My young friends were having a party at their parents' house. Their parents were gone and this guy, Erik, came over uninvited. He got real obnoxious and two of these little guys jumped him. They hit him a
few times and threw him out the front door. He said he was going to get his gun. Erik came back and kicked open the door. He had the gun out and walked over to Mike, my friend, and put the gun to his head. He then pulled the trigger. It wasn't loaded, and he laughed and left. Needless to say, my friends were "freaked out."

Donna: Erik pulled a gun on Paul and I.

Dave: When was this?

Donna: Last week, on the way home from school. I was giving Paul a ride to work. Erik pulled up beside the truck and he and Paul began threatening each other. Erik pulled out this pistol and pointed it at Paul and I. Paul said, "Let's get out of here," we turned off, and Erik didn't follow us.

Randy: I don't like guys pointing guns at pregnant women [Donna].

Ron: I think it's time someone took care of this guy. It really doesn't matter if I get busted, he's got it coming.

Jim: This guy sounds like a real punk. I'll help you.

Rick: Me, too. It might be fun.

Shane: If you need the help, I'll be there.

Dave: Wait a minute. I don't like kids running around pointing guns at people. It's illegal. We all have rights for our personal safety. What happens if someone gets shot?

Rick: It would be the last time.

Ron: Erik has rich parents. They would get him off without anything happening.

Dave: Just because Erik has rich parents doesn't mean he can go around breaking the law.

Ned: You want to bet? It makes a big difference.

Dave: Since this is a government class, would you all like to see this resolved as a class project? Good. Let's do it today. The judge is a friend of mine. Let me call him and see if he has time to meet with
us. His office is only two blocks away. Why don't you have a break while I give him a call?

The local justice of the peace had been instrumental in getting the alternative school started. He had conducted community meetings to solve the problems in the area concerning juvenile delinquency. Dave urged school officials and members of the meetings to begin an alternative school. The judge advocated this idea and had been supportive of the staff since its inception. Judge Smith was able to make time in his calendar immediately.

Dave organized the students and they walked over to the judge's office. After he heard their story, Judge Smith explained what the students' rights were and what laws had been broken. He made the students feel at home in the small conference room. He explained:

Smith: Even though Erik seems to have been the one who has broken the law, you should have the sheriff's office investigate. If it's not reported, then there has been no law broken.

Dave: These kids seem to feel the sheriff will not do anything about it because Erik's parents are rich. They want to settle it themselves.

Smith: That would not be very smart. If you beat him up, then you're breaking the law. Is this kid, Erik, worth going to jail for? Especially you guys over eighteen may really get into trouble for assaulting a minor.

Ron: If the cops don't do anything, then I will.

Dave: Judge, what's the proper procedure for us to do? The real issue is to stop Erik from pointing guns at people before someone gets hurt.

Smith: I agree. What you need to do is walk next door and file a report at the sheriff's department. Those of you that were present or witnessed the two different incidents are the only ones that can file.
Ron: I wasn't there when he pulled the gun on my friends. They did tell me about it.

Smith: Sorry. Why don't you get your friends to come in?

Ron: Okay, but I doubt if they will. They were partying and what they were doing was illegal.

Donna: I was there when he pulled the gun on Paul and I.

Smith: Good, you can file then. How old are you?

Donna: Eighteen, and I am married.

Smith: Since you're eighteen, you can file the complaint. If you're under eighteen, then your parents have to do it in your behalf. Would you like me to call the sheriff's office and tell them you guys are coming over?

Ned: Yes, that might be helpful.

The judge talked a few minutes longer with the students. He asked how they liked the program. All the students told him how much they liked it. They said it was much more relevant to their lives than the traditional school. Judge Smith commented, "It must be experiences like these that make school more relevant. Good luck."

The participants walked over to the sheriff's office. Officer Tom walked out and offered his assistance. He looked at the seven students and one teacher, and said:

Tom: Can I speak to you, Dave, in the back?

Dave: I guess so, but the students are the ones with the complaint.

They walked to the back. Dave explained that he was trying to teach his students how to work within the law instead of against it.

The officer was familiar with the school and some of the students. Dave
explained the students' story and said he wanted the sheriff to intervene so no one would get hurt. The officer explained:

Tom: I don't have time to take their statements now. If I give you the forms, will you have your students who witnessed the incidents fill them out? I'll pick them up at school later today.

Dave: I think you should do it today. If you can't do it now, can you make sure to stop by later and interview the students?

Tom: I'll be there.

Dave walked out and explained to the students what was happening. They walked back to school and discussed the situation:

Ron: I told you nothing would happen.

Dave: Give them a chance, they're just busy.

Donna: Sure, some excuse.

Dave: Can you guys leave Erik alone for awhile?

Ron: We'll see.

Class was over and it was lunch time. Ron left with Tish and ran into Erik at McDonald's. He threatened him if he ever saw Erik around his friends. Erik went home and told his parents. They went to the sheriff's department and filed a complaint. After lunch, we were in group discussing the situation with Erik. All the students were participating. Before it really got going, Sheriff Roy walked in. Tania walked over to him. He stated:

Roy: I am here to clear up the problems between Erik and your students. His parents just left the station and filed a complaint against Ron.

Tania: Please join us. We were just discussing the matter.

Roy: Ron, why did you threaten Erik? [The rest of the school didn't know about the incident.]
Dave: Wait a minute, aren't you here to investigate our complaint?

Roy: What complaint?

Dave: We left the sheriff's station one hour ago and tried to file a complaint against Erik for pulling a gun on some of our students.

Roy: I don't know anything about it.

Paul: Erik pulled a gun on Donna and I. If it was me, you would already have me locked up.

Roy: I am here because Erik's parents filed a complaint against Ron.

Ron: I told you money talks. We try and file and they don't even listen. I just tell the kid I'll kick his ass if I catch him around my friends, and the cops are here.

Roy: Listen, I really don't know what's going on. Will someone explain?

Dave explained both of the gun incidents with Erik and other young people. He also interpreted their attempt to file the complaint. Roy, in turn, described Erik's complaint as harassment by Ron. He continued:

Roy: I guess I should apologize for my fellow officer not taking the complaint. I will personally see that Erik does not have a gun in his possession. I would like to see this problem ended.

Dave: I know we would, too. Right, Ron?

Ron: Yes.

Ron and the other students learned the proper methods of working with the law. They also saw firsthand some of the inconsistencies.
Because the instructor accompanied the students throughout the learning process, it had a positive conclusion.

The teacher continually questioned Ron about his interest and shared his concerns. Dave was able to communicate his concern for Ron and the others. The major factor to the success was the relationships between teacher and students, and teacher and community members.
CHAPTER VIII

COMMUNITY: LARRY

When students are learning in the community, as in the classroom, the total Theory of Personal Process comes into play. A close personal student-teacher relationship has already been established by orientation, group, and outdoor experiences. Contact has been made with the student and teachers are in the process of consulting his interests.

At the alternative school, the community may be used for many different learning projects. It may be used as part of classroom or creative learning, as previously discussed. In this case study, the community learning incorporated community service and work experience projects (see Appendix). The concepts of the Theory of Personal Processes that were incorporated in these projects were Find, Share, and Accompany (see Figure 7). The remaining concepts of the theory may be present, but will not be discussed.

The student observed in this case study was Larry, a seventeen-year-old senior. Larry's mother and father divorced when he was four years old. His mother then married a man in the Air Force. Larry became a "service brat," moving all over the world. Until high school, he had only lived in one place longer than one year; that was Japan, and he said that he had really enjoyed that experience.
3. Find: the act of the teacher in finding the students' interests or problems.

3.1 Discovery: the discovering of students' interests, concerns, or needs. Teachers make their knowledge available to students.

3.2 Identification: the act of student's sorting out of what he wants to learn.

4. Share: one-to-one relationships between students and teacher where cooperative action takes place involving students' interests.

4.1 Clarify Desired Outcomes: the teacher and student clarify specifically what the student wants to learn.

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5. Accompany: the teacher actually goes with the student to meet his needs.

5.1 Doing It: the learners become actively involved in learning.

5.2 Question: the teacher and students question each other to better understand what learning is occurring.

5.3 Observation: the perceptions of teacher and student of the learning process.

5.4 Reflection: looking back by student and teacher to see if the student's interests are being met.

5.5 Acceptance: student and teacher accept the outcomes of their mutual learning.

Figure 7. Conceptual Framework for Community.
Larry was the baby of the family. He had two older brothers and one sister. One brother and the sister still lived at home. The sister was divorced and had a baby.

The family members had a loving relationship and seemed to care for each other. The father did not work and the family lived on military retirement and disability pensions. The older children had strong ties to the family and had trouble getting out on their own. The oldest brother was in the service and not living at home.

Larry and the second oldest brother did not get along. It became so bad that during Larry's junior year in high school he moved out of the house. He went to live with his father and stepmother. This arrangement did not work out. Because of his moving around, Larry lost one-half year of school credits. His problems with his brother have been resolved in the last year.

When he returned to his family, he decided that he would not go to the same high school as his brother. The only other choice was the alternative school. Larry had been a member of the alternative school for one and a half years at the time of this writing.

When Larry joined the program, he was its only "jock." He enjoyed all sports and was not into drugs. In fact, he also did not drink. Quoting his journal, he spoke of this experience: "When I first started, I was scared. Soon I started to get the hang of it and was accepted. I enjoy the school more than traditional school. Once a person starts the alternative school, I don't see how they could ever go back to a traditional school."
This case study takes into account three different discussions Larry had with his teacher concerning his interests. One of the requirements of the alternative school is that each student must complete eighty hours of community service each year. This service must be to non-profit organizations or to the elderly. Larry approached Dave on this subject:

Larry: Good morning, Dave.
Dave: Hello. What's up?
Larry: I've got an idea for my community service project.
Dave: What is the idea?
Larry: I think I would like to ride around with a policeman. It would be interesting.
Dave: You mean something like the "Ride-Along" program.
Larry: What's that?
Dave: When I taught in Tucson, the police department there had a ride-along program. That program was for students who wanted to see what police work was like. It was part of Tucson P.D. public relations. They wanted to have better relationships with the kids on the streets.
Larry: That sounds like fun. Do you think they have a program like that up here?
Dave: There is one way to find out. Let me make a few calls and see.

Dave called the local police department and spoke to the chief. He explained the community service component to him. He discussed the possibility of the ride-along idea with the chief.

The chief explained that they did not have that type of program. They did have a cadet program for those young people who wanted to become police officers. If we had a student who was really interested
in learning about police work, he would work something out. The hard
part, according to the chief, would be that the student would have to
spend an entire eight-hour shift with the officer. Officers couldn't be
running students back and forth. Dave assured him that this would not
be a problem. Students had to put in 80 hours of work to get credit,
anyway. Dave explained his results to Larry:

Dave: Larry, come here.

Larry: Did you talk to the chief?

Dave: Yes, everything is set. He is expecting a call from
you. Sit down and let me explain this contract.

Larry: Okay. What is a contract for?

Dave: It is a way for you, the chief, and I to evaluate
what you're learning.

Larry: What will I learn?

Dave: What you learn depends on what you want to learn. It
also depends on what the officer you work with is
willing to teach you.

Larry: I want to know what a policeman's day-to-day routine
is. Do they patrol areas? What happens when they
arrest people? When do they get to use their guns?

Dave: All those things you're saying go under the learning
objectives. Write them in and add a few more. The
overall goal would be to provide a service to the
police department. What would be your service?

Larry: To take the information I get about police work and
tell it to the other students.

Dave: That's great. How do you want to work it in your
schedule?

Larry: I have the next two weeks open because I completed
orientation. I could do it full-time.

Dave: You mean forty hours a week? That would give you
your 80 hours. Since you need 80 hours for one-half
credit, this would work perfectly. If you like that
idea, write it in under the time section of the contract. Good! How do you want to evaluate your learning?

Larry: How about if you and I sit down with the officer I work with and discuss whether I learned those objectives?

Dave: I like that. Write it in under evaluation. What do you think of the contract?

Larry: It sounds just like what I wanted to do. Think the chief will go for it?

Dave: Sure. You know how to type, why don't you type it up? It will look more professional. Then call the chief. He is expecting you.

Larry set up his contract and worked with the local police department. He enjoyed this new learning opportunity. In his journal he wrote:

The first four days were kind of boring. Officer Bill was a nice guy to ride with. He was in his early thirties and talked a lot. I really got to like him. I told him it was boring most of the time. He agreed, but invited me to ride with him Friday night. It was really an experience.

The first call we received was around 10:30. It was an accident. We got there before the ambulance. Two teenage girls had run into a tree. They were both drunk and one had a broken leg. The other one had a lump on her head, with a possible concussion. It's a good thing I had First Responder at the alternative school. I worked on the girl with a concussion and Bill helped the one with the broken leg.

The ambulance arrived soon afterwards. They told me that I had acted correctly. The girl I had helped was talking and everything. She thanked me. It feels real good to help someone.

When Dave did the follow-up evaluation with Larry and the officer, all participants were excited about the project. Bill felt that Larry had been helpful on several occasions. He had talked to Larry about joining the cadet program. The cadet program was designed to give
young people who wanted to become officers some training. Larry liked
the idea. He stated:

Larry: I really want to do this cadet program. I'll do it
on my own time if I have to.

Dave: If you do it on your own time, we could set up a work
experience contract and you could get credit for it.

Bill: That sounds like a good deal. Too bad he can't get
paid for it.

Dave: We have access to some funding that might pay for his
training. This funding has a catch.

Larry: What's that?

Dave: There has to be a positive outcome, like at the end
you become a policeman or go on to obtain higher
education.

Bill: Would higher education include the police academy?
If Larry goes to the academy, he would practically be
guaranteed a job.

Larry: I would love to go to the police academy. How do you
get in?

Bill: A diploma from high school and a letter from the
chief would do it.

Larry: Alright! What about getting paid?

Dave: I believe part of a "cadet" program includes some
classroom type learning. You couldn't get paid for
that. What you could get paid for is riding with
Bill.

Larry: I wouldn't mind the class work, even if I didn't get
paid.

Bill: The class work is on Monday nights for four hours.
All the police cadets attend. You learn about laws
and police procedures. They have different instruc-
tors all the time. Lawyers, probation officers, col-
lege professors, and even the chief get in the act.

Larry: When do I start?
Dave: Could we set up a meeting with the chief? I'll bring along Mike, he handles the funding end of it. He has a real specific contract that the chief would have to sign.

Bill: What does the contract include?

Dave: A lot of it is similar to Larry's for our school. It includes goals, objectives, and evaluation. What is different is the positive termination. If Larry goes on to the academy, it fulfills the requirement twice. First, he is continuing his education and, second, he is becoming employed. It sounds like everyone would be a winner.

Larry: Especially me. I get paid for something I like to do. I even end up with a career when it's all over.

Bill: And some police force ends up with a highly trained and experienced police officer.

By applying the Theory of Personal Process, the teacher was able to assist the student in developing his interest. The student communicated what his interests were. Then the teacher was able to share this interest and develop it into a learning experience. Through the process of accompanying the student, the teacher was able to help him further his learning.

Since the time of this case study, the community had a "Police Appreciation Night." The mayor, city council members, school employees, and other significant members of the community were in attendance. At the banquet, Larry was given an award for his dedication. The next day in group, he described the moment, "I was really surprised. I never expected anything like that. It made me feel real proud to get up in front of everyone and accept the award. I was so nervous, all I could say was 'thanks.'"
CHAPTER IX

OPTIONAL FORMATS FOR ALTERNATIVE SCHOOL PROGRAMS

In this chapter, formats for alternative school programs are presented. The perceptions of the participant/observer and students are a centralizing feature of this proposal. The Theory of Personal Process provided the foundation and direction. This chapter is divided into two sections. In the first section, the essential structural features of the alternative school and the necessary processes of relationships are discussed. The second section provides the concluding remarks which relate directly to the foundations of the concepts.

Summary: Essential Structural Features

The total configuration of the alternative school was described and analyzed in the previous six case studies. This summary of the structural features takes into consideration the actions of both the teacher as participant-observer and the students. Because of the complex web of relationships which the teacher developed with the students, warm, productive learning experiences emerged. The teacher in the six case studies recognized the special nature of each student and deliberately created conditions of support for each one. This support was, in turn, fostered by the structural features of the school.

Each phase of the school assisted in the development of specific areas of the Theory of Personal Process. This complex web of relationships, as defined in the theory, is interwoven into the structural
elements of the school. The phases consist of: 1) Orientation, 2) Group, 3) Outdoor Experiences, 4) Classroom, 5) Creativity, and 6) Community.

Orientation

Orientation at the alternative school is a ten-day course in which students and teachers seek to know and understand each other. Relationships are begun here. During orientation, students participate in a four-day backpacking trip, one day of rock climbing, a city scavenger hunt, running an obstacle course, and three days of classroom activities. By participating in these activities, students and teachers gain a clearer perception of each other.

Orientation is designed to allow the teacher to make contact with the student. The teacher observes or perceives the students as they interrelate. Students are able to gain information about the program. Teachers set the ambience for the relationship by demonstrating care and acceptance. Students are placed in many situations in which they make choices which affect them directly. These situations may include the community, outdoors, or their classroom.

Students are constantly consulted about their lives. This consultation includes both parties asking questions and listening to the information that is replied. Teachers constantly show concern and provide students with the freedom to make choices.

Group

Group is an extension of the relationships which began during orientation. Even though the bonds have been established in
orientation, they are continually re-established and strengthened during group. Group consists of a daily gathering of all the students so that Contact and Consult can be demonstrated. It is a place where students may choose to seek help for their problems. Other students and teachers provide support at all times. Students form a circle and openly discuss their problems. This process may take one-half hour or the entire day, depending on the students' needs. Students express the sentiment that they care for the well-being of each other by helping to solve each other's problems.

Finding a means to solve problems is of utmost concern to students. Part of solving the problem is to assist the student to discover what it is that is bothering him and to carefully identify it. Since this is a cooperative action, the student and teacher share the burden of solving it.

During group, peers or the teacher may help the student to consider choices that he would not normally look at. By clarifying the outcomes that the student wants, he can come up with a plan of action. The teacher and peers provide a support network by showing acceptance and willingness to help. If the student needs help outside of the group, one of the members may choose to accompany that person wherever necessary to accomplish the goal. Students are given the necessary freedom to pursue these endeavors. There are few time constraints placed on solving problems.
Outdoor Experiences

The outdoors, as designed in the alternative school, is a place where Contact and Consult may be strengthened or re-established. It is many times a 24-hour-a-day living arrangement that may take place for a week or more. It provides teachers with the opportunity to observe students in their relationships with others. Students are continually making decisions (choice) which directly affect them and the others. In order to make good decisions, they must gather information.

Outdoor programming in the alternative school includes rock climbing, rappelling, backpacking, orienteering courses, rafting, and canoeing. These activities pit students against nature. Their success is based on team work in overcoming nature. By accomplishing these tasks, students may develop a more positive self-concept and carry it into their classroom activities.

The key to successful outdoor experiences is to create an atmosphere of acceptance and concern. When operating from this atmosphere, teachers and students can learn more about each other by questioning, listening, and consulting. This atmosphere, because of the controlled environment, takes on what the students refer to as a sense of "family."

Classroom

The "classroom" may be a physical space in the alternative school, the community, the wilderness, or anywhere that learning may occur. The instructional process is where teachers and students participate as equals in learning. Students have the freedom to pursue their interests.
In the classroom, Contact and Consult have been established. Even so, teachers constantly make contact and consult with the students. Usually, students make the choice to be in a specific class because of an interest they have. The teacher then tries to find through discovery exactly what those interests are. When interests are identified and clarified, all participants can share the learning experience. Students have ownership because they made the plans as to how (choice) they would accomplish the learning.

At the alternative school, teachers accompany the student in doing the learning. They observe and question each other. All participants reflect on what has happened. They also accept the results. There are no judgments made on each other. Learning can be fun and exciting because everyone is involved.

Creativity

Creativity is an option for students to pursue their interests. The creativity class may take place in the school, community, or wherever the students' interests lead them. Students enter into a contract agreement with the teacher which specifies what will be learned, how it will be learned, and how it will be evaluated. This contract is developed by the student with the teacher's help.

Students in this phase generally have specific interests (find) which they wish to pursue. Teachers make contact with the student and consult him about his interests. They try to share this concern for learning. Teachers assist the students by using their knowledge, not
dominating the learning. This knowledge may help students clarify their outcomes, make choices, and come up with a plan of action.

Because creativity may occur anywhere, students then must have the freedom to pursue it. It may happen at home, school, or in the community. The doing it is the fun part of creative learning. The teacher may question, observe, and reflect with the student. Many times, the student learns without the teacher being present. Teacher and student must accept this freedom for creativity to function properly.

Community

Teachers and students spend most of their lives in the community and it is the most natural setting for learning to occur. The alternative school incorporates community service projects and vocational learning into this phase.

The act of giving as a service project helps students develop more positive attitudes towards themselves and others. Young people are usually seen as taking from the community rather than giving. These projects give everyone another view of each other.

Vocational learning, whether a specific job or just exploring interests, is a primary concern of young people. It is a way for them to make decisions about their future based on firsthand experience.

The theory is always in full operation when students are involved in the community. They must first make contact with the community person. Then they communicate their interest by consulting. Students then find someone who meets their needs. Community members and
students then have *shared* interests. Student, teacher, and community members then *accompany* each other in learning.

**Conclusion**

These six essential structural elements of Orientation, Group, Outdoor Experiences, Classroom, Creativity, and Community, as perceived by the participants and the investigator, are important elements in an alternative school program. Even though this total configuration is important, each phase may stand on its own and be a viable learning opportunity for young people. In each of the case studies, there was clear indication that the student's learning was proceeding and that an increasing degree of self-direction in the learning process was occurring.

The key to the success of each phase of the program lay in the relationships established between the teacher and the students. The teacher was able to establish a very personal relationship which was warm and productive. The school setting provided the student with *support* from the teacher and from fellow students. The school was not so much an educational unit as it was a social unit, a "*family.*"
APPENDIX

WHITE MOUNTAIN ADVENTURE SCHOOL
WHITE MOUNTAIN ADVENTURE SCHOOL

Philosophy

The function of education is to provide an atmosphere where humane, involved, and live individuals are nourished. The education process should offer the student the opportunities to think and feel for himself. This, in turn, gives the student the faith in himself to enable him to become an active, concerned, and productive member of society. The White Mountain Adventure School, as an educational institution, provides an environment of caring and warmth. Within this climate, students are accepted as they are and are enabled to grow mentally, emotionally, socially, spiritually, and physically to the fulfillment of their own potentials and personalities. The school functions with the belief that each student is in his own right a unique and individual human being. Each student has the abilities to reason and make individual choices and can exercise intangibles which consist of imagination, intuition, intelligence, integrity, self-preservation, and common sense. Every student has the right to discover within himself talents and abilities through which he can realize and fulfill himself. Participation in the process of their education is an essential part of each student's education. Through self-government, which is an active part of the school, students can organize their learning experiences in a much more involved manner than in a system where the student is treated merely as a patron.

The teacher serves as a guide to be consulted, not as a didactician, and becomes, next to the student himself, the chief facilitator. His primary goal becomes the implementation of the student's finer self. The teacher needs to capitalize on the student's incentive to develop, assists the student in his quest for self-concept, and provides a democratic setting where everyone participates equally and learns good citizenship. The educator provides opportunities for individuals to develop mature attitudes, responsibility, and dependability. The teacher needs to create an environment where the growth of common sense and integrity is nurtured. He will allow students to accept the responsibility for their own discipline, development, and decision making after examining options and after careful thought. Every student will thus realize the value of postponing immediate gratifications for the satisfaction of long-term goals. Necessary skills and techniques which are required to live happy, productive, and fruitful lives are acquired within the school setting.

The educator works "with" and not "over" the student population. This serves to create a tone of mutual reciprocity, of involvement, courtesy, and promotes independence. One must never forget that what a teacher "is" and "how" he teaches as opposed to what he "does" remains of the utmost priority. The quality of the teacher and his character is a gift to the school. The teacher's daily contact with his students will have a substantial influence and life-long effect on them for better or for worse. The personal rapport and confidence generated
between student and teacher is of genuine importance. The freedom for each person to reach his/her potential along with kindness for everyone are expected behaviors at the White Mountain Adventure School.

The teachers as well as the students must seek constant cultivation of character, fairness and reasonableness of interpretation, and humor to ease the burdens they all carry.

The family of every student plays an integral role in the education process. For this reason, the White Mountain Adventure School incorporates the family into the educational setting. The family plays an active part in the progress of the student.

In conclusion, all members of the White Mountain Adventure School must never forget what they are about, their uniqueness, and their individual potential to be successful members of the community they live in, and to be the best that they can possibly be.

Credit for ideas and wording needs to go to Dr. Angela Marie Emrick, C.S.C., Ph.D., Executive Director of Personal Development; and Ashley Montagu, author of The Humanization of Man.
Through many studies, it has become apparent that personal relationships are the underlying backbone of successful learning (Maslow, 1968; Rogers, 1969). Much of the difference between alternative and other schools lies with the nature and breadth of teacher-student relationships (Raywid, 1981). Both wilderness programs and alternative programs stress the importance of personal relationships in a learning environment. An outdoor experience provides a learning climate that is enhancing to both the staff and the students. It is a program where the "teacher" cannot hide behind jargon. "The activities help build relationships that are warm, intimate, and equal where people may interact with respect, dignity, and humanity" (Cardwell, 1976, p. 9). These programs boast the ability to provide opportunities for participants to attain significant changes in self-worth, acceptance of others, self-responsibility, and appreciation and tolerance of others different from oneself (Bateson, 1981; Dickinson, 1979; Cardwell, 1976; Leiwke, 1976; Godfrey, 1972; Schulze, 1970). Thus, the first goal behind the orientation program is one of building strong and supportive relationships between participants of the White Mountain Adventure School.

By the time many of the students who lack self-confidence have reached high school, they have become alienated from the school environment. Most of these students have begun to invest their energy into alternative domains where they have some option to achieve success. These "alternatives" could be sports or some less socially acceptable behaviors such as delinquency. Chronic lack of success in the student brings about a self-fulfilling prophecy for that student. It is not the behavior problem that causes the child to fail, but rather the failure to succeed that produces the behavior problem. "The concept of working in teams and attempting to overcome predesigned challenges to achieve short-term goals has the effect of improving a child's peer relations and helping to break the failure pattern that he or she has had to cope with for many years" (Cardwell, 1976, p. 5). By removing the child from a "negative, non-productive" environment and placing him in a totally different space where he can only succeed is a step towards success for that child. This, in turn, attains for the student new concepts of self-worth and actualization. Therefore, his self-fulfilling prophecy for himself can be broken. Taking the student and returning him to a warm and accepting atmosphere where he can continue to develop his new discoveries about himself is imperative. The outdoor experience can be seen as a continuum. It starts a new cycle for the student which needs to be nourished and reinforced. The sense of accomplishment achieved in the wilderness experience needs to be brought back into the classroom. Positive attitudes and motivation are strong forces behind any student's ability to learn.

Therefore, the second goal of the orientation course is to place the student into a new and productive environment where the student's
previous feelings of failure can be removed. When the sense of achievement is realized for the student, it is easier to place the student back into the school environment and let him apply that feeling to the rest of his education.
Course Title: Orientation

Course Description: This course is a required introduction for every student entering the White Mountain Adventure School. The two basic objectives are: 1) to create in a very quick manner the personal relationships that are an integral part of the school and 2) to present opportunities for each student to encounter challenges with successful conclusions. (Please see Narrative for more detail.)

Course Materials: White Mountain Adventure School camp etiquette manual, journal, camping equipment (supplied by school), academic materials relevant for specific trip.

Course Structure: The orientation lasts ten days and consists of a variety of exercises. See Course Schedule for details.

Course Grading: Each student can earn a possible 72 points for Orientation. Each individual must earn 55 of these points in order to be accepted into the program. Each category labeled on the accompanying orientation grade breakdown may earn a possible 2 points.
WHITE MOUNTAIN ADVENTURE SCHOOL

Orientation: Course Schedule

<table>
<thead>
<tr>
<th>Day</th>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day 1</td>
<td>8:30-</td>
<td>Humanistic philosophy behind the White Mountain Adventure School</td>
</tr>
<tr>
<td></td>
<td>9:00-</td>
<td>Self-introduction</td>
</tr>
<tr>
<td></td>
<td>9:30-</td>
<td>Group activity (&quot;Electric Fence&quot;)</td>
</tr>
<tr>
<td></td>
<td>10:00-</td>
<td>Curriculum presentation</td>
</tr>
<tr>
<td></td>
<td>11:00-</td>
<td>Review rules and policies</td>
</tr>
<tr>
<td></td>
<td>11:30-</td>
<td>Group activity (&quot;The Wall&quot; by Pink Floyd)</td>
</tr>
<tr>
<td></td>
<td>12:00-</td>
<td>Lunch</td>
</tr>
<tr>
<td></td>
<td>12:30-</td>
<td>Group activity (&quot;Knots&quot;)</td>
</tr>
<tr>
<td></td>
<td>1:00-</td>
<td>Trip preparation (hand out wilderness etiquette manual, distribute food and equipment, discuss trip &quot;rules&quot;)</td>
</tr>
<tr>
<td></td>
<td>1:50-</td>
<td>Journal assignment (on handouts and expectations)</td>
</tr>
<tr>
<td></td>
<td>2:00-</td>
<td>End of first day</td>
</tr>
<tr>
<td>Day 2</td>
<td>8:30-</td>
<td>Behavioral and attitudinal testing (by Community Counseling Centers, Inc., and White Mountain Adventure School)</td>
</tr>
<tr>
<td></td>
<td>11:00-</td>
<td>Workshop on values clarification (material generated from self-development class)</td>
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<tr>
<td></td>
<td>12:00-</td>
<td>Lunch</td>
</tr>
<tr>
<td></td>
<td>12:30-</td>
<td>Workshop on drug awareness</td>
</tr>
<tr>
<td></td>
<td>1:45-</td>
<td>Last preparations for trip</td>
</tr>
<tr>
<td></td>
<td>2:00-</td>
<td>End of day</td>
</tr>
<tr>
<td>Day 3</td>
<td>8:00-</td>
<td>Meet at school and leave for the Catalina Mountains; discuss assignment on camp etiquette, group interaction, and expectations</td>
</tr>
<tr>
<td></td>
<td>12:00-</td>
<td>Lunch and pack up</td>
</tr>
<tr>
<td></td>
<td>1:00-</td>
<td>Hike to Romero Canyon (approximately 4 miles)</td>
</tr>
<tr>
<td></td>
<td>5:00-</td>
<td>Set up camp blindfolded</td>
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<tr>
<td></td>
<td>6:00-</td>
<td>Dinner and journal assignment on what each person has thus far contributed to the group and to self</td>
</tr>
<tr>
<td></td>
<td>7:00-</td>
<td>Group (individual autobiography; critical &quot;hot seat&quot;)</td>
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<tr>
<td></td>
<td>9:30-</td>
<td>Bedtime</td>
</tr>
<tr>
<td>Day 4</td>
<td>6:30-</td>
<td>Take down camp (blindfolded)</td>
</tr>
<tr>
<td></td>
<td>7:30-</td>
<td>Breakfast and clean-up</td>
</tr>
<tr>
<td></td>
<td>8:30-</td>
<td>Group (to set daily goal and discuss progress)</td>
</tr>
<tr>
<td></td>
<td>9:00-</td>
<td>Destination lunch</td>
</tr>
<tr>
<td></td>
<td>12:00-</td>
<td>Lunch</td>
</tr>
<tr>
<td></td>
<td>1:00-</td>
<td>Destination Lemmon Creek</td>
</tr>
<tr>
<td></td>
<td>4:00-</td>
<td>Journal assignment on accomplishments individually and as a group; clean-up and camp set-up</td>
</tr>
</tbody>
</table>
Day 5

Sunrise

Sunrise poetry and reflection

6:30-
Breakfast

7:30-
Clean camp and pack up

8:00-
Group (set daily goal and discuss progress)

8:30-
Destination Romero Canyon

12:00-
Lunch

1:00-
Blind hikes

2:00-
Destination camp

3:30-
Swim and clean up

4:30-
Dinner

5:30-
Short story and interpretation

7:30-
Journal assignment on accomplishments and story

8:00-
Group appreciation

9:30-
Bedtime

Day 6

6:30-
Breakfast; clean camp

7:30-
Pack up vans

9:00-
City scavenger hunt (two groups with list of objectives)

3:00-
Meet and discuss project

4:00-
Head home or stay and continue next two days' assignments

8:00-
Clean up (home or overnight)

Day 7

8:00-
Group on rules; assignment in journal on climbing and rappelling

8:30-
Rock climbing and rappelling

4:30-
Group discussion and journal assignment on day's activities

5:00-
End of day

Day 8

8:00-
Group and journal assignment on day's goal

8:30-
Orienteering scavenger hunt

4:30-
Group discussion and assignment on day's activities

Day 9

5:30-
"Rites of Passage" presentation of accomplishments to parents, other students, and teachers; journal assignment

Day 10

8:30-
Collection of all assignments and finish up chores; group discussion on progress and goals

9:30-
Academic testing in math and English

12:30-
Celebration of admittance
Community Service: Narrative

Today's youth live in and are part of our community, but do little to provide services in support of it. Most educational institutions do little in teaching democracy by allowing students to be participating members. Cynthia Parsons, in the Phi Delta Kappan, agrees: "Informing young citizens of a democracy is not enough; we must encourage them to participate as well." Young people, by not participating, are losing the art of giving and doing for others which is a vital part of our society. These students are an untapped source of wealth in every community.

It is time for students at the White Mountain Adventure School to not only be members of the community, but to give of themselves in working with others. For the students, there are few, if any, avenues available for them to develop self-esteem and high regard for others that could compare to this experience.

Many school districts across the nation are considering making it a requirement for community service to be part of the education process. Franklin Thomas, President of the Ford Foundation, supports this idea: "A period of service could open new perspectives for the young, new windows of the world, and new choices for bettering themselves, as workers and as citizens."

At the White Mountain Adventure School, everyone is required to complete between 70 and 90 hours of community service for every year they are in community service. The stipulations are that this service benefits the community and is in a non-profit setting.
WHITE MOUNTAIN ADVENTURE SCHOOL

Community Service: Course Outline

Course Title: Community Service

Course Description: This course will provide the student with the opportunity to participate in a community service project. The student's desired goals will be carefully delineated in a contract between the student, teacher, and a community participant. This group will participate in the evaluation of what is gained through the experience. Students are required to make this a project which benefits the community and/or members of it. Students are required to write a clear description of what the project will entail, what their objectives are, and what the evaluation methods will consist of.

Course Structure: The structure will be demonstrated by the continuity of the project. Students are required to complete the course requirements in a one-semester block. They can accomplish their goals in any amount of time, but not less than 2 weeks and not to exceed 18 weeks. If the student should fail to act in a responsible manner at all times, then the contract will be terminated. All school policies will be observed while in the community setting.

Course Materials: Any materials needed will be specified in the contract.

Course Grading: Grading will involve the student, teacher, and community participant. They will determine if the objectives are being met by using the evaluation sheet provided with the contract. A weekly evaluation will be made.
1. Describe your community service project. What is it that you will do for the community?

2. Community member: What are the student's responsibilities?

3. What skills are necessary to perform this service?

4. What should the student learn while providing this service?

5. What attitudes should the student exhibit?

6. In what specific areas would the community member like assistance from the White Mountain Adventure School staff?
7. Under what conditions would this contract be terminated?

8. Student: In what specific areas would the student like assistance from the White Mountain Adventure School staff or from the community member?

9. What date is this project to begin? __________________________

To end? __________________________

10. When will the weekly evaluations be held for this contract?

11. We, the undersigned, agree to the terms of this contract:

   Student: __________________________ Date: __________________________

   Community Member: __________________________ Date: __________________________

   Teacher: __________________________ Date: __________________________
WHITE MOUNTAIN ADVENTURE SCHOOL

Community Learning Project: Narrative

Even though the White Mountain Adventure School is very unique in nature, it would be presumptuous to think that everything that the students needed to know to be successful members of society could be taught at school. Yet, the school is charged with the task of preparing students for college or for work. "But in this rapidly changing age, when no one knows for certain what jobs will exist in the future, public education must also teach students to become life-long learners. Thus, everyone must have access to an even wider range of learning opportunities than is available today" (Anne Westcott Dodd, 1984).

The community may be able to provide instruction for students in areas that cannot be covered by traditional methods in school. The intent of this course is to allow students to study curriculum that is relevant to their personal lives and their interaction with the community. This relevance will be defined by a five-member committee in which the student and the teacher are participants. The remainder of the committee will consist of a community member and fellow students. What is to be learned and how it will be learned will be defined by the committee. The format for the evaluation is a committee responsibility, with the teacher and student actually conducting the evaluation.

Many courses that are not presently taught in the White Mountain Adventure School could be covered by this method. Courses such as music, drama, home building, radio and television, foreign languages, forestry, and photography can, this way, become a part of the curriculum. With the community's help, the course offerings are endless.

The commitment of the students, teachers, and community members to this process is of extreme importance. Communication between all the participants on a daily basis in determining goals, objectives, evaluation, participation, and support are instrumental in the success.
Course Title: Community Learning Project

Course Description: This course will provide the student with the opportunity to find areas of interest in the community and then study that interest. The student's goals will be carefully identified by a five-member committee consisting of the student, the teacher, a community participant, and fellow students. As a group, the course objectives, goals, methods, and evaluation tools will be defined. Based on the information in the contract, the teacher and student will evaluate the student. They will then present that evaluation to the committee for approval.

Course Structure: This will be outlined very carefully in the contract. When in the community, the student must comply with all school rules. Irresponsibility is grounds for termination of the contract.

Course Materials: Materials will be specified in the contract.

Course Grading: The grading will be outlined in the individual contract. There will be daily and weekly follow-up on the student's progress.
GOAL
1. In a clear goal statement, describe what will be learned.

STRATEGIC PLANNING
2. A. State objectives that detail what will be learned.
   B. Develop activities of methods that specify how the learning will occur. Due Date:

PLAN OF ACTION
3. Organize a plan of action for achieving the goal.

EVALUATION
4. How will the committee evaluate what is learned?

REVIEW
5. Review what is learned and what will be the next goal.
COMMITTEE APPROVAL

Student: ___________________________  Date: ________________

Teacher: ___________________________  Date: ________________

Community Member: ___________________________  Date: ________________

Community Member: ___________________________  Date: ________________
Creative Studies: Narrative

The intent of this study is to encourage students to develop their creative talents. These talents may include, but are not limited to, physical attributes, mental qualities, or emotional needs. In searching for these "peak" experiences, the student will begin developing into the best person possible. This course will allow students the opportunity to seek such learning experiences and find them.

Part of the philosophy of the White Mountain Adventure School is for students to challenge themselves in all aspects of their lives. This adds intensity to all learning activities and provides motivation for success. Maurice Gibbons (1984) commented that "students become accustomed to controlled effort; however, we encourage them to challenge themselves, we encourage them to set demanding goals and to take on demanding tasks that plunge them into new experiences or propel them towards new levels of performance. Such challenges pose the risk of failure but they also have the potential of yielding outcomes in which students can take great pride."

The risk of failure will be minimized in this course by the use of contracting. Through the contract, all phases of learning will be developed. Each student choosing to take this course will be part of a five-member committee which works with him to establish his contract. The process the committee uses has five main parts: 1) goal setting--make a choice about what is to be learned, and make it a clearly stated and obtainable goal; 2) strategic planning--state objectives that detail what is to be learned and then provide for activities or methods that specify how it is to be learned; 3) plan of action--organize a plan of action for achieving the goal; 4) evaluation--self and committee evaluation to determine in advance what constitutes a high-quality learning outcome, what the entry level of performance is, and make a final judgment about success based on the level of performance; and 5) review--look at what was achieved, what worked, what did not, and make decisions about future goals.

By using their creative interests, students will be able to challenge themselves in areas they may know little about. This learning process can then be used throughout life.
Course Title: Creative Studies

Course Description: This study is intended for students who wish to pursue their creative interests. These interests may be in areas of physical, mental, or emotional development. Students must choose what interest it is they wish to pursue and then enter into a contractual agreement which specifies how it is to be learned. See Narrative and Contract.

Course Structure: Course structure is to be outlined in the contract section labeled "Strategic Planning." These projects may be done at school during self-directed study time or after school hours. Students will build into their contracts strict monitoring procedures for themselves by themselves and by the committee.

Course Materials: Materials are dependent on the project and will be specified in the contract.

Course Grading: The grading procedure is subject to the student, the committee, and the teacher. Their evaluation procedures will be outlined in the contract section labeled "Evaluation."
GOAL 1. In a clear goal statement, describe what will be learned.

STRATEGIC PLANNING 2. A. State objectives that detail what will be learned.

B. Develop activities or methods that specify how the learning will occur. Due Date: _________________

PLAN OF ACTION 3. Organize a plan of action for achieving the goal.

EVALUATION 4. How will the committee evaluate what is learned?

REVIEW 5. Review what is learned and what will be the next goal.
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One of the goals of the White Mountain Adventure School is to assist the students in becoming productive members of society. One measure of success in our present-day society is the ability to maintain employment. The most concrete method to learn what qualities are necessary to obtain a job and keep it is to actually seek and obtain employment.

This course was created with the intention of awarding students credit for successful participation in the field of work. They may receive a maximum of one full credit per year in this area. It is expected, to earn one full credit, they will work a minimum of 360 hours.

Because attitudes and values are very important in all job settings, students are asked to participate in the White Mountain Adventure School's self-development course before embarking on their work experiences. The affective area of the student while on the job will be a critical area taken into account during the evaluation.

The student, teacher, and employer will enter into a contract which will specify in detail what responsibilities the student will have, what he is expected to learn, what types of attitudes he must exhibit, and what assistance all parties can expect from each other. The three members of this "committee" will meet weekly to do evaluations. This way, the areas of weaknesses and strengths can be dealt with immediately.
Work Experience: Course Outline

Course Title: Work Experience

Course Description: This course is designed with several goals. The first is to provide students with the opportunity to have a meaningful and successful work experience. Another goal is to give the student credit for working. Students will learn more about themselves and how to adapt this knowledge to the work setting. Employers are expected to assist in identifying what types of skills and attitudes are necessary to retain employment. Teachers, in coordination with the employer, will assist the students in these areas.

Course Structure: A contract format will be used in which the employer details skills, attitudes, and fundamentals to be learned. The employer will evaluate whether these objectives are being met on a weekly basis. The student is ultimately responsible for his success. If there are areas he needs assistance in, they should be detailed in the contract. The three parties in this contract will specify how the student will get help in any job-related area.

Course Materials: Any materials needed will be specified in the contract, with directions on where and who will obtain what.

Course Grading: The teacher, employer, and student will evaluate the student's progress on a weekly basis. These weekly evaluations may lead to further learning activities for the student. The meaningful working experience should always be the major consideration for both the student and employer.
WHITE MOUNTAIN ADVENTURE SCHOOL

Work Experience: Contract Proposal

Student: ___________________________ Date: ________________

Employer: ___________________________ Date: ________________  
(Company)

1. Job Title: ___________________________

2. Describe your job. What is it that you actually do?

3. Employer: What responsibilities are related with this job?

4. Employer: What skills are necessary to perform this job?

5. Employer: What should the student learn while employed with you?

6. Employer: What types of attitudes should the student exhibit?
7. Employer: In what specific areas would you like assistance from the White Mountain Adventure School or from the student?

8. Employer: Under what conditions would you terminate this contract?

9. Student: In what specific areas would you like assistance from the White Mountain Adventure School or from the employer?

10. What date is this project to begin? __________________________
     To end? __________________________

11. When will weekly evaluations for this contract be held?

12. We, the undersigned, agree to the terms of this contract:

   Student: __________________________ Date: ________________

   Employer: _________________________ Date: ________________

   Teacher: __________________________ Date: ________________
WHITE MOUNTAIN ADVENTURE SCHOOL

1984-85 Activities Log

Orientation

September 11-21
Six boys and four girls. Included a four-day backpacking trip in the Catalina Mountains, city scavenger hunt in Tucson, rock climbing at Greer, orienteering course in Pinetop, and journal assignments.

October 22-31
Seven boys and six girls. Included four days in the Superstition Mountains, city scavenger hunt in Tucson, presentation to a University of Arizona class, rock climbing in Snowflake, orienteering course in Pinetop, and journal assignments.

January 7-17
Seven girls and five boys. Included four-day backpacking trip in the Catalina Mountains, city scavenger hunt in Tucson, rock climbing in Snowflake, orienteering course in Pinetop, obstacle course in Pinetop, and journal assignments.

March 25-April 5
Six girls and six boys. Included four-day backpacking trip in the Chiricahua Mountains, city scavenger hunt in Tucson, a presentation to a University of Arizona class, rock climbing in the Chiricahua Mountains, orienteering course in Pinetop, obstacle course in Pinetop, and journal assignments.

Outdoor Programming

September 25
Six boys and four girls rock climbing at Greer (climb 50- to 60-foot cliffs and rappel 120 feet). All students accomplished task.

October 15-17
Backpacking into the Blue National Forest. Seven boys and three girls. Route covered 21 miles with elevation changes of 3,000 feet. Students accomplished all navigation and food preparation as a group or family.

December 5-7
Backpacking into the Superstition Mountains. Six boys and six girls. Route covered 24 miles. Students accomplished all navigation and food preparation as a group or family. Rock climbing of 50- to 60-foot cliffs.
February 28
Nine boys and eight girls participate in orienteering competition. All students successfully completed the course.

May 21
Rappelling at Greer. Six girls and six boys successfully rappel 120-foot cliffs.

June 7-14
Seven boys and six girls participated in a seven-day backpacking trip in the Chiricahua Mountains. Students covered 48 miles with elevation changes of more than 5,000 feet. Students successfully accomplished all assigned tasks.

Creativity

First semester
Sherry: contract to develop new interests, including dancing, riding a motorcycle, going to college, and skydiving.
Shannon: contract to learn French cooking.
J.J.: contract to hang drywall.
Dawn: contract to make a baby quilt.
Johnny: contract to teach fellow students basic computer programming.
Charles: contract to build two new classrooms.
Dave: contract to build two new classrooms.
Jimmy: contract to build two new classrooms.

Second semester
Randy: contract to learn how to read music.
Jimmy: contract to teach fellow students "Dungeons and Dragons."
Kimberly: contract to gain techniques that will help her in solving problems.
Danielle: contract to self-teach computer programming.
Scott: contract to learn how to play "Dungeons and Dragons."
Missy: contract to learn how to play "Dungeons and Dragons."
Nita: contract to learn how to play "Dungeons and Dragons."

Tim: contract to learn how to play "Dungeons and Dragons."

Community

First semester

Shane: community service contract to volunteer with the Police Department.

Chris: community service contract to volunteer with the Humane Society.

Sherry: work experience contract with Sonic Drive-In.

J.J.: community service contract to volunteer with the Community Counseling Center.

Donna: community service contract to volunteer as a teacher's aide in kindergarten.

Jackie: work experience contract with Action Ski Rental.

Johnny: work experience contract with Ozie's restaurant.

Jim: work experience contract with Burg 'n' Brea restaurant.

Ron: work experience contract with the Brass Stag restaurant.

Second semester

Kimberly: community service contract as a volunteer teacher's aid in the sixth grade.

Shane: work experience contract as a Police Cadet.

Dave: work experience contract as a clerk at Checker Auto.

Rick: work experience contract at Kentucky Fried Chicken.

Chris: work experience contract at the Humane Society.
Frank: work experience contract as an electrician's apprentice.

Shannon: work experience contract at Safeway.

Rodney: work experience contract with U.S. Forest Service.

J.J.: work experience contract with Outdoor Sports.

Tim: work experience contract with The Country Store.

Scott: work experience contract with Show Low Country Club.
REFERENCES


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