

2014

La Salle University Graduate Annual 2014 (complete volume)

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(2014) "La Salle University Graduate Annual 2014 (complete volume)," *Graduate Annual*: Vol. 2 , Article 15.
Available at: <http://digitalcommons.lasalle.edu/graduateannual/vol2/iss1/15>

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GRADUATE ANNUAL

2014

Graduate Annual 2014

Dedication to Brother Michael J. McGinniss, F.S.C.



On behalf of graduate students, faculty, graduate directors, deans, and the Provost, we dedicate the second *La Salle University Graduate Annual* to Brother Michael J. McGinniss, F.S.C., as he steps down after 15 years as La Salle's President. Under Br. Michael's leadership and through his dedicated support, Graduate Studies has enhanced the University and contributed to the welfare of our students and of our society.

During Br. Michael's tenure as President of La Salle University, 23 new graduate programs and numerous graduate certificates were launched, and more than 7,000 students earned their master's or doctoral degrees. Under Br. Michael's leadership, the Bucks County Center was expanded, the Montgomery County Center was opened, international locations were added, and online course-delivery methods were implemented to meet the needs of graduate students across the region and around the world. In his final year as President, nearly 3,000 graduate students are seeking a graduate degree or certificate. We thank Br. Michael for championing Graduate Studies by supporting efforts to enhance La Salle's graduate culture and create a community of graduate students.

Margaret M. McManus, Ph.D.
Associate Provost, Graduate Studies

Kimberly E. Lewinski, Ph.D.
Chair, Academic Quality Team for Graduate Studies

La Salle University Graduate Annual 2014

We are excited to present the second La Salle University Graduate Annual. Once again, this publication exemplifies the extent to which the University continues “Living the Promise” through excellence in graduate studies.

La Salle University offers master's- and doctoral-level programs in the areas of arts and sciences, business, nursing and health sciences, and professional studies, all of which foster the belief that graduate programs should encompass diverse areas of study, provide a foundation for the continuing evolution of new knowledge, and foster leadership.

La Salle's graduate programs emphasize theory and practice in their respective disciplines. The projects in this annual demonstrate this emphasis. Planning and implementing interventions for students with communication disorders is one example of how La Salle's graduate programs move students beyond knowledge and toward application, analysis, synthesis, and evaluation. Students demonstrate their learning through a variety of practices, including the creation of an e-learning course to provide professional development for managers preparing to use a new appraisal system, a literature review on teaching comprehension skills to children with autism spectrum disorder, and an application for testing connectivity to wireless equipped vehicles. In all programs, Lasallian values are closely integrated as students expose the inequalities of health care for minority groups such as undocumented Latino and African-American men.

This multidisciplinary journal is a mechanism to recognize and reward the exceptional work that our graduate students do. Whether it is with a group project that focuses on workplace mobility, an investment plan for capital development, a seminar paper focusing on how Queen Victoria brought India home to Britain, or a dissertation on children and adolescent attitudes leading to the receipt of a doctorate in psychology, our graduate students reflect the diversity and breadth of contemporary scholarship. In the true Lasallian tradition, our students are challenged to both think and do.

Each graduate program was asked to nominate the best work produced by its graduate students in the previous year. The administration, faculty, and staff of La Salle University congratulate the students selected to represent their programs in this publication.

Kimberly E. Lewinski, Ph.D.
Assistant Professor of Education
Chair, Academic Quality Auxiliary Team for Graduate Studies
Editor, 2013 *La Salle University Graduate Annual*

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Design Credit: Joshua Ash

This book has been published with support from the Office
of Graduate Studies.

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Printed by Americor Press

Cover image: Courtesy of University Marketing and Communication

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Planning and Implementing Interventions for Students with Communication Disorders: An Integrated Framework with Perspectives from Cognitive, Developmental, & Behavioral Psychology, Occupational Therapy, Physical Therapy, Speech Therapy, and Linguistics

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Special education teachers are called upon to address a myriad of special educational needs. We are trusted to design and implement interventions tailored to each individual student with the overarching goal of equipping the student for success in education and ultimately in life. We must bring theory and research, from various child centered fields of study, directly into the real life of the classroom and, by association, the family, community, and society. We use Evaluation and Reevaluation Reports (ERs & RRs), Individualized Educational Plans (IEPs), and other records and reports that accompany a student entering our classroom to identify strengths and needs. We employ activities and methods to help the student meet the needs, use the strengths and progress toward achieving the IEP goals. The information and accountability of these reports is our starting place in programming for the individual student, but it is not the limit of our responsibility to engage the student in learning across all possible content. The overarching goal of creatively engaging students and equipping them for success as lifelong learners should include all students of all abilities. One of the more challenging situations encountered in special education is teaching students with little or no effective communication skills. Their negative behaviors may be the first, most observable, most disruptive challenge. Looking past the obvious behaviors, frustration and anxiety are often present for the student without means to express even simple wants and needs. The student may be in a state of trauma from experiencing aggressive behavior, consistent frustration and the personal consequences of negative behaviors (Bath, 2008). Improvements in communication can result in decreased negative behavior and increased engagement in learning activities, and greater compliance with tests or probes used to track progress toward goals (Durand, 2001; Mancil, 2006; Tiger, 2008). This paper attempts to create a positive framework for an effective multidisciplinary intervention design to address special needs of students with communication disorder.

Communication as a Foundation

When a student is not communicating effectively, not receiving or expressing meaning through standard means, the communication issue must be the primary concern of teachers in this child's life. Some training through behavioral interventions may be accomplished without overt communication, relying on tangible rewards or withholding reinforcement (Kaiser & Roberts, 2011). For further development, however, the student must be able to communicate, engaging with teachers and peers, expressing and receiving meaning (Howlin, 2007; Shoener, 2008). The lack of communication ability is a primary source of frustration for

the student, educators, peers, parents, therapists and specialists. Without communication, an individual has no way to make needs known and maintain active participation in the educational and social processes in the classroom or the community (Shoener, 2008).

Communications disorders in most young students qualify as developmental disabilities; meaning that the common developmental process by which most children achieve communication has not been successful or has not shown the normally expected results in communication skill. Whether the normal process was derailed by illness, specific congenital conditions associated with communication disorder, lack of timely intervention, or brain damage due to trauma, remediation and intervention will make use of the capacity to learn, styles of learning and interests and motivation of the individual student. A review of the literature on communication disorders and communication, speech, and language delays may have a variety of causes. A teacher may find many terms related to communication needs in a student's IEP or Evaluation/Reevaluation Reports. Childhood apraxia of speech (CAS), associated with brain damage and a number of genetic disorders, is a motor disorder in which messages from the brain to muscles of the mouth and face do not produce speech correctly. Dysarthria describes when the actual strength and ability of the muscles is also lacking. Cleft palate and other congenital abnormalities in the formation of the face, mouth, tongue, teeth and jaw can delay normal speech development until successful surgical treatment is complete. Aphasia refers to difficulties presumed to be in the language areas in the brain; receptive language skills, expressive language skills, or both can be impaired. Students with language or communication needs can also have difficulty "reading" gestures or facial expressions and using non-literal language expressions that they mistake for literal meaning. Autism and Autism Spectrum Disorder (ASD) have long been associated with needs in the areas of speech, language, social interaction, and overall communication skills; Teachers must understand that these children can be verbal without being adept in communication skills.

Functional Behavior in the Classroom

Negative behaviors that disrupt the activity of the classroom are usually a primary focus of intervention, and this is understandable when safety can be an issue. At the core, physically aggressive actions by students with communication disorders are often a response to frustration, anxiety and perceived threats. In addition,

the teacher should focus on sending emotionally positive messages like communicating safety and care by talking about and teaching school routines that keep students and teachers safe (Bath, 2008). The messages of respect and the value of each person can be communicated by the way teachers and students are treated and through celebrating each individuals' talents and accomplishments, this attitude or mode of operation is consistent with the model of Trauma Informed Care detailed by Bath (2008).

Communication disorders can be at the root of much of the frustration and difficulty adjusting to new classrooms and even transitioning from one location or activity to another (Cihak 2010 & 2012). Visual modeling and use of video technology to make the modeling process accessible to the student was shown by Cihak (2012) to be one effective way to tap into visual prompting and allow for greater independence for students. Keeping the developmental framework in play, there are many messages non-verbal or non-communicating students are able to receive before they show any obvious interest in responding. Just as parents speak with infants, the non-verbal student needs to be spoken to and included in classroom communication and activities.

With positive communication and social behavior being modeled and practiced in the classroom, the teacher can observe the student and seek out communication with parents and other therapists or specialist to fill in information not included in IEP or ER/RR documents. Specifically teachers need to find things and activities that students show preference for or appear to seek out. The desire for specific preferred activities or objects will be better motivation to use new communication tools than using preprogrammed or "canned" communication activities. Once effective communication strategies are begun, initiating communication about wants and needs should be encouraged and rewarded. Giving the beginning communicator time to be listened to and encouraging peers to engage in using communication tools will help the new communicator gain confidence and maintain motivation.

As the student's ability to communicate increases, frustration of getting wants or needs met should decrease, leading to less acting out or negative behavior. The ability of counselors, teachers, and emotional support staff to discuss feelings, fears, or concerns with the student and develop new strategies for coping and reducing stress should also develop as the student's communication skills increase. These changes should help the student and teachers avoid triggering negative behaviors and allow the student to engage in developing methods and strategies to avoid stress and effectively de-escalate when frustration leads to negative or aggressive behavior.

School as Functional Communication Laboratory

Since communication is basic to human relationships. Negotiating any culture or institution requires a communication skill set. The classroom and school can be a great laboratory for students to discover and develop skills if teachers make school a safe place to take risks and experiment. Without communication and understanding of schedules, the school day may appear to students as a random and chaotic assault of changes throughout the day. Since unexpected abrupt changes are stressful for most people, it is not surprising that student with communication disorders find

transitioning from one room or subject to another to be upsetting and unsettling. For this reason, communication interventions that enable students to access school routines, through picture schedules for example, can have almost immediate benefits once they are understood by the student. Engaging with students and designing individualized interventions that allow them to inform or remind themselves about established routines, instead of relying upon staff to lead them about the school building. This increases the students' independence and helps the student feel some sense of personal control during transitions. This intervention example requires effort on the part of the teacher to create a schedule with visual images that effectively communicates concepts. The schedule may also need to be printed, laminated, and replaced when lost, changed, and redesigned again to meet individual needs, but the resulting change in the student's view of the school day is a meaningful success on which the teacher can build with subsequent interventions. While addressing communication needs to follow routines and rules in the school as laboratory context, methods and models should make every effort to mirror contexts outside of school, keeping current learning in line with future success in the home, work, and community.

While the student is developing communication skills that help make routines comprehensible, Academic and Life Skills communication skills can be introduced. Academic communication can follow the individual's interests and will be first centered on simple naming of objects of interest, following a developmental pattern. Life skills communication should center first on basic needs and wants in order to promote a pattern of consistent expectation of engagement in communication, which will move the student toward independence and personal responsibility. For some students this will be part of learning toileting, dressing, and feeding skills, and this communication is especially important for the dignity of students who due to physical disability, will require assistance in these areas. If a student cannot physically engage in the steps of toileting, communicating the needs and asking for help in each step, at least provides the student some dignity, responsibility and control over what our culture labels a private task for school age children.

Critical Pedagogy

If the classroom is the communication laboratory, the teacher is the chief researcher, coordinating and designing interventions and responding to results. Just as a researcher in a medical lab studying the efficacy of a new treatment, the teacher must use all of the resources available to coordinate a serious and wise approach to special education. Critical Pedagogy in this context demands that the teacher fully engage in the pursuit of empowering the students become successful. This means the teacher must embrace the role of advocate and leader in addressing student needs and giving students opportunity to make productive use of their strengths. As leader, the teacher must make use of known methods, creatively adapting some, and always be ready to find, learn, and try new approaches. A critical assessment of methods should be an ongoing practice along with regularly reflecting on professional skills. As part of gathering data and information, a teacher should also actively seek out observations and opinions from other teachers and staff, and provide time to consult with specialists, and therapists who are also serving the student. For this reason the teacher must

be comfortable with terminology and basic theory in disciplines related to children and education, and always ready to ask questions and clarify when consulting with other professionals. Parents, social workers and therapists outside of the school can also provide perspective on how in-school interventions impact life at home and in the community. While communicating regularly with teachers, parent may also make use of similar interventions at home and teachers can assist parents in adapting ideas for home use. If an intervention is successful at school and parents report positive changes at home, it should be noted that the skills learned are transferring to other contexts.

Positive Approaches and Methods

Students are Individuals

Our understanding of our students as people should not be limited to the lists of strengths and needs included in their IEPs. Each student has some personal understanding and appreciation of own their identity. When students do not communicate effectively using conventional methods, informal interaction can lead to valuable insights into how the students perceive themselves and the world. Charlton wrote *Nothing about us without us*, in 1998, as a passionate and direct challenge to the traditional philosophy of Special Education as the “able” using their abilities to care for the disabled by minimizing their pain and managing the needs of “disabled persons”. If we are to continue, over 15 years later, to answer this challenge, we must know our students, see them as individuals, attend to their rights, and guide them in developing self-advocacy. This requires teachers to extend genuine relationship, respect, and creative leadership opportunities to their students within the structure of the classroom. Teachers must spend time getting to know students and establishing some connection with students’ own views of themselves as individuals. Engaging in “play” activities, creative expression, and open ended activities gives teacher an opportunity to go further than reports and structured academic permit to engaging with the student’s personality, values, and desires. Although the school day can be rushed and full of activity, teachers can plan for time and make opportunities to be drawn into the mind and inner world of the student.

Recently popular, autobiographical accounts from the perspective of more mature individuals who have experienced lifelong communication and emotional disability can be useful in opening educators to the world of the young student who struggles with behavior and communication challenges. Temple Grandin, in addition to her successful scholarly writing in animal husbandry, has authored and co-authored a number of books revealing autobiographical accounts of learning challenges, gifts, and experience in the education system and in developing her career (Grandin, 1995, 2011; Grandin & Attwood, 2012; Grandin & Barron, 2005; Grandin & Panek, 2013, 2013; Grandin & Scariano, 2005; Simone & Grandin, 2010; Myers & Grandin, 2010). Grandin also lends her experience to providing insight into a number of helpful therapies and differences in cognitive activity and perception by contributing to professional journals (Grandin, 1992, 1996, 1998; 2006, 2007, 2009; Ray, King, & Grandin, 1988). A more personal and subjective account of severe autism is offered by Naoki Higashida’s book, *The Reason I Jump* (2013). Exposure to these writings from the perspective of firsthand experience may prepare

teachers with additional openness as they observe and engage with their own students.

The investment of time in making informal observations can give the teacher clues about potential motivation, interests, and even how students’ mood and attention are affected by small environmental changes and specific sensory stimulation. Teacher observations and those related to teachers by other staff should be recorded in writing in an observation journal or as dated entries in a computer document, spreadsheet or database on the day of the observation. Although teachers are already documenting progress on IEP objectives, the journal descriptions can provide valuable insight about new trends or student interests as they develop. Content of conversations with parents, social workers, counselors, specialists, therapists and medical reports can also be noted in this account. This habit of observation and keeping notes, also communicates to the students a respect for individual children and that the relationship with the student has value. Having information and observations documented and available for meetings and conversations regarding the student is a must for advocating for the student and communicating with other members of the IEP team.

Trauma Informed Care

No matter what diagnosis or issues a new student presents, the first goal is to establish a trusting relationship with the student. This relationship begins by creating a safe and positive environment in my classroom for all students. The Trauma Informed Care (Bath, 2008) and the Sanctuary Model (Bloom & Sreedhar, 2008) approaches are helpful and comprehensive student centered models. These methods, developed for use with children who have a type of Post-Traumatic Stress or special emotional needs as a result of trauma, work well with students with Communication Disorders. Both provide a framework for guiding interactions with students. Based on my own observations and experience, special needs children experience quite a bit of personal stress due to the their own struggles with disability. In addition, they witness family and caregivers’ frustrations, grief, fears, and failure as attempts are constantly made to treat, accommodate, and manage the special needs of the child.

Teachers can employ methods to help the students avoid additional stress and develop strategies to reduce stress. Due to the sensitivity of some students to sound as a trigger for stress, staff should use calmer quieter voices and keep sensory stimulation from becoming too intense. When specific triggers are known efforts to avoid them can be made along with plans for helping students “de-escalate” or calm themselves. Creating this type of classroom environment allows students to feel safe. In addition to making the school an emotionally safe place, trauma informed care models charge teachers with making “connections” with students as individuals as described previously. The positive and respectful relationship with teachers and staff promotes and models positive social interaction for all students. The final piece of the Trauma informed care model involves helping students to take responsibility for their reactions and actions. Teachers can begin by providing students with opportunities to take breaks and choose ways to help themselves avoid becoming overly stressed. Positive Behavioral Support Plans (Kroeger, & Phillips, 2007) are a more formal

means to assess and design strategies for helping to manage student behavior that can also be helpful. Although the Sanctuary Model is intended for adoption by an entire institution or organization, many of its recommended practices can also be implemented at the classroom level (Bloom & Sreedhar, 2008).

For many students with Emotional Disability and Communication Disorders, sensory input of certain types or when at an extreme level can increase stress. While a new student gets settled into the classroom routine, it is best to minimize sensory stimulation volume, while making opportunity for discrete sensory exposure to allow teachers and staff to observe any strong reactions to sensory content. Early observation while sensory input is dialed down a bit can give valuable feedback as to which sensory modes a child responds most favorably and which forms of sensory stimulation appear to irritate the child or even elicit negative behavior. Tantrum behaviors, and very disruptive behavior are often seen to follow loud noises, or other situations which, after consistent observation, form a pattern of avoidance behavior. Often students who find auditory stimulation overwhelming react by yelling to make more noise, “drowning out” the noise level or frequency they wish to avoid. Clearly this reaction could easily be misinterpreted as meaning that the student wants more noise, but when the noise level is kept lower and the negative responses end, the true cause and effect may be seen.

Building a positive and trusting relationship with individual students is even more important with the student who has a communication disability. Whether the primary source of the disability is autism, another developmental disability or a specific speech-language disorder, the student who cannot communicate cannot be successful as a learner. The first message the students need to receive from the teachers and staff is one of acceptance, respect, and positive expectations. For students with communication disorder, the learning process cannot begin unless students are made to feel physically safe, emotionally supported, and understood. The learning process requires that students be able to successfully engage in learning activities with teachers and peers, develop increasing independence, and participate in positive social relationships. For students with communication disorder, the learning process cannot begin unless students are made to feel physically safe, emotionally supported, and . The learning process requires that students be able to successfully engage in learning activities with teachers and peers, develop increasing independence, and develop positive social relationships.

Functional Behavior Analysis & Positive Behavior Support Plans

A Behavioral Specialist would be the team member to lead in developing a FBA a creating the PBSP with the collaboration of teachers and other team members. If there is no Behavioral Specialist available, the collaborative process can still be effectively followed by the teacher with some basic guidelines (McClean & Grey, 2012). Functional Behavior Analysis (FBA) is a method introduced by Behavioral Specialists to identify and analyze problem behaviors. Observations of behavior from family, specialists and classroom teachers and staff can be collected then submitted to the analysis. When negative behaviors are identified, “ABC” charts are used as teachers and assistants collaborate to identify possible Antecedent events or situations which contribute to

initiating the behavior. Next the Behavior is objectively described without any subjective judgment. The “C” on the chart stands for the Consequence of the behavior. This Consequence can be a reward or some way that the student’s behavior functions to get what the student wants, like attention seeking or being offered a preferred activity. The other Consequence option is avoidance; this occurs when the behavior results in the child being allowed to avoid a less preferred activity or experience.

The FBA process is especially helpful in narrowing down and analyzing the relationship between the classroom environment and behaviors in an inclusion classroom (von der Embse, Brown, & Fortain, 2011). Preventive, supportive and corrective actions employed by inclusion teachers, are key to maintaining student with Autism Spectrum Disorder (ASD). Preventive and supportive strategies focus on what can be changed in the environment and what can be changed about the behavior of the adults and peers in the environment to promote positive behaviors for the student with ASD. Preventive strategies include planning practices, outcome options, environmental considerations, and grouping accommodations. Preventive management strategies aim to limit ambiguity or perceived chaos, allowing students and staff greater predictability and structure in activities so that lessons flow smoothly and activities are well planned out in advance. Supportive strategies are employed during teaching and classroom activities. Teachers reinforce attending to visual cues, verbal rehearsal of rules or directions, and peer-supported cues for the class. Students may also have personal visual cues located on desktops or notebook covers as reminders of planned positive behavior expectations before and during engagement, to avoid ambiguity or the perception of chaos. Corrective strategies are used to redirect or refocus students (Leach, 2009).

Once the ABC charts are reviewed, it is best to choose a single most serious behavior or the one that causes the most disruption in class, and work with the student to reduce the severity, duration and frequency of this target behavior. Although there are still advocates of aversive behavior therapy who use punishments, withholding of rewards, separation for classroom, and school suspensions as a response to negative behaviors, the Positive Behavior Support Plan is a better alternative.

When writing a PBSP, the choice of planned interventions must be effective while compatible with your classroom’s situation and the needs of the students. The plan must never compromise the safety or emotional well-being of any students or staff. There are four basic categories of possible intervention used in creating a PBSP:

- Changing the Antecedent situation -- removing the stimulus, changing the stimulus or offering alternative choices to the student.
- Teaching the student behavior or communication strategies.
- Providing strong reinforcement or reward for positive behavior (replacement behavior).
- Changing the way staff and peers react to the behavior if this reaction is the thing reinforcing the behavior.

Total Communication

Alternative and Augmented modes of Communication (AAC) refers to the concept of designing communication interventions by combining use of multiple modalities involved in language and communication. Advances in the study of early language development and early intervention demonstrate that all communication modes in which a child is able to engage work together to reinforce overall development of positive language and communication skills, interest and motivation to take communication risks, connections between communication and the development of positive social behavior, and a firm foundation for literacy development (Kaiser et al, 2011).

An example of application of Early Intervention style use of AAC with a school age student with disability, would be teaching a student who is aware of letters and their associated names and sounds, but has delayed articulation skills making their speech difficult to understand, to use standard American Sign Language (ASL) finger spelling to clarify the initial sounds of words as they are spoken. The use of ASL was modelled and reinforced for all students in the class during activities and a poster displaying the ASL alphabet was on display for reference. The child described had been frustrated and annoyed with being misunderstood and sometimes ignored, but when equipped with a method to communicate more effectively by combining speech and ASL spelling, this student began to initiate conversations with classmates. Although the student had established a reputation for attention seeking and using screaming and foul language to gain attention while walking on campus or in the lunchroom, the use of AAC provided a new positive social ability to replace the former behavior. During lunch and multi-classroom activities, the student would introduce himself and engage in conversations with these new acquaintances, with a classmate or ASL knowledgeable staff to interpret as needed.

Maintaining and Developing Ability with Supports

The Fields of Physical Therapy and Occupational Therapy share a relentlessly positive and proactive approach. Unlike direct instruction, these therapists tap into the physical body's ability to maintain and develop skills through actual practice with opportunity for muscles and nerves to create new patterns of learning. We often ignore the student's need for physical or sensory input and feedback during everyday activities.

Even the act of maintaining an appropriate posture while seated may have less connection to "attention span" or a mental ability, and more connection to the needs associated with the student's body. A child needs a certain level of strength and developed muscle tone to be comfortable sitting upright. In addition, the chair and desk should be the correct size for comfort, including allowing the child to have their feet planted firmly on the floor while seated. This may seem like a minor issue, but many students need to engage with the feedback of their feet on the floor to maintain posture and balance while seated. When a shorter chair is not available a carpet covered step can be used to accommodate. Some students may need further sensory feedback like a slightly inflated textured balance cushion on their chair to enhance their awareness of their position in space. If a student has a relationship with

a P.T. or O.T. professional, reports from evaluations and ongoing collegial contact will often provide teachers with physical changes which will enhance the student's ability to learn and participate.

While able to maintain a posture which encourages attention and participation, many students may have poor or delayed fine motor skills which interfere with basic writing. Although simple practice with hand-over-hand support may be needed at times, this level of support encourages dependence and may attract negative attention from peers if it cannot be phased out. Alternatives like PenAgain (U.S. Patent No. 6,637,962, 2003) an ergonomically designed wishbone shaped pen with a non-slip textured surface which provides better stability, reduces strength required, and improves the student's grip, can make a dramatic improvement in hand writing, drawing, and forming shapes while maintaining the student's independence. Both O.T. and P.T. professionals can advise teachers in using adapted tools like this in the classroom that can reduce discomfort, enhance ability and provide students with greater independence and confidence while carrying out everyday classroom activities.

Embracing Multicultural & Multilingual Experience

Just as teacher awareness and sensitivity to individual students areas of natural interest can provide insights to motivation and means to maintain engagement and attention in the classroom, understanding a child's home and community culture and linguistic background can provide teachers with valuable insights that will help individualize the child's learning experience in the classroom. Contact with families and sensitivity and respect for family traditions, religious observance issues can build trust with families and help teachers and school staff to maintain a relationship of cooperation, collaboration, and open communication that will support the child's development more consistently. The classroom experience can be richer for all students as diversity is celebrated and sincere acceptance and respect of different personalities and values is modeled by adults. Many times a student or their family will be able to bring new ideas and customs into the classroom, giving the teacher an opportunity to demonstrate interest and engage in learning about aspects of a culture openly, modelling lifelong learning as a value and perhaps inviting the student to take on the role of teacher in demonstrating or sharing specific cultural identity knowledge with adults and peers at school. Celebrations and the sharing of foods or crafts related to cultures represented in the classroom can provide opportunities for both staff and students to share new experiences and engage in taking positive risks like tasting spices or hearing unfamiliar music or languages. These experiences and celebration of differences, just like engaging in various modes of communication, can be very stimulating cognitively and set up students with greater awareness and readiness to learn.

Some students may have a primary spoken language at home other than English; these non-English languages would be referred to by Linguists and Teachers of English to Speakers of Other Languages (TESOL) as the student's L1 (or first language), and the teaching of English in the classroom is the teaching of an L2 or second language. In respects, the methods and research in L2 teaching can inform the teaching experience of delayed language learners as well. In an intensive communication intervention classroom

limiting students to an English only rule, when other languages are known may not be helpful. There is ample evidence in the field of Linguistics that trans-linguaging and multi-lingual approaches provide students with a richer level of cognitive engagement and lead to increased understanding and depth of meaning (Blackledge & Creese, 2010; Garcia, 2009; Macaro, 2005; and Pennycook, 2012).

Assistive Technology for Communication – Individualized and Personalized

According to the Individuals with Disabilities Education Act (IDEA) “The term ‘assistive technology device’ means any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve functional capabilities of a child with a disability” (20 U.S.C. § 1400 IDEA, 2004 DEFINITIONS. SEC. 602.1.A). The following is a partial list of suggested Assistive Technology (AT) options teachers may consider using with students to increase their engagement with language and communication (Kirinic, Vidacek-Hainš, & Kovacic, 2010):

- **Picture Cards** – Drawings, Photographs, or Icons printed on durable paper or laminated. These cards are used to represent words. They can be used in a formal Picture Exchange activity or as suggested below.
 - o **Training** would basically involve learning to associate these cards with the words they represent. Successful learning is evidenced by students choosing the correct card when prompted with the word or answering a question by indicating the card “Who rode the bike?”
 - o **Using** the cards in expressive communication when answering questions in class, having conversations in a group, or when socializing with friends.
- **Picture cards** may also have their corresponding word printed on both the picture and blank sides of the card.
- **Picture & Word Cards** encoded with **barcodes**, or **Quick Response (QR) Codes** (the black and white pixelated squares that can be read by smartphone applications) which can be programmed to activate audio output when scanned into a computer with voice generating capacity.
- **Arrays of pictures, words, or letters** printed on a laminated surface. The student may point to express themselves to the reader who verifies understanding by reading the words indicated aloud.
- **Computerized communication Voice or Text generating devices** which students use by providing input on touchscreens, touch-boards or traditional typing keyboards with pictures/letters to create verbal expression.
- **Computer** access with **Word Processing** and **Voice Recognition** software to assist speakers who have a disability that interferes with manual writing.
- **Adapted pens/pencils** which are easier to use for students who lack the fine motor skill and stability to write manually – even if a student prefers to use a computer interface, these writing tools can be used to develop a signature for documents and potential for filling out simple pencil paper forms or tests where they are directed to match items or circle their answers.
- **Organizers, class schedules, notes, and reminders** can be printed on sticky notes, paper, or entered into computer applications. Paper items, like the schedule for the day, can be slipped under a clear lamination sheet attached to the desk or the cover of a notebook for reference as needed. Computer applications can be used as cues and reminders with preset “alarms” to indicate that a transition to another activity, classroom or building.

Although technology is rapidly advancing, and a teacher must keep learning and adjusting methods and techniques in response to these changes, the possibilities and positive opportunities to engage students make keeping up with change an exciting opportunity to improve our practice of teaching and reach students in life changing ways. Kirinic et al. (2010) break down the areas of positive influence through using Information and Communication Technology (ICT) as follows:

- **Technology to Support Education** – a means to access tutoring, practice, exploration, learning tools, exposure to new experiences, a communication tool, and an assessment tool.
- **Motivation** – enhance through the immediate response of touch screen access, immediacy of feedback, and the feeling of accomplishment and competence from using the same technologies as peers.
- **Social Component** – the ability to demonstrate competence when engaged in collaborative work through use of word processing and the ability to create high quality visually pleasing reports and products when using creative software.
- **Simulation of everyday situations** – through engagement in virtual technology and games that reinforce mental skills needed to negotiate situations like shopping, travel and transportation use, cooking, safety skills, money management, and work skills.
- **Reading & Writing** – through the use of Computer Assisted Instruction (CAI) activities like learning new sight-words can be taught in an interactive format that allows the student to meet increasing levels of challenge at their own pace based on mastery at each level, while competing against their own past achievement and building upon previously mastered content without constant comparison to peers.

Educational technology, computer programs, and applications are also becoming more responsive to teacher involvement by providing teachers with direct access to records of achievement, monitoring of student progress, and the ability to set individual levels of content and challenge in response to student strengths and needs.

Language & Communication Development in Content Areas – Pulling it all together

The following is an example of putting the concepts discussed into practice in teaching in the Science content area. A Science unit, based on taking Nature walks and collecting specimens to study allows teachers to include students with Communication Disorders in high interest activities as they develop their Communication Skills while engaging in individual, partnered, small group and full class activities. While pursuing these general methods common to “Hands-On” or “Experiential Learning” techniques, the overarching goal will be to improve Communication Skills.

Although a full language environment had been discouraged in the past by researchers who assumed that too many words or complex terms would confuse a child with disability (Potter & Whittaker, 2001), more recent research has successfully challenged this assumption. Emerson & Dearden (2013) demonstrated success using “full language” with students who demonstrated their comprehension clearly using non-verbal responses. They strongly encourage teachers to use complete sentences and vocabulary that would be appropriate with students who do not have an identified disability, describing this approach as the “least dangerous assumption” compared to the alternative of limiting expression. They point out that teachers may need to adjust their expectations of responses by providing additional wait-time or lapsed time for a student to respond. Students with disabilities that affect their expressive communication skills, may indeed have receptive communication ability, and would benefit from exposure to more stimulating language experience. Likewise, students with special needs should have exposure to the same depth of content available in regular education, whether they are in an inclusion setting or not. Exposure to age appropriate content in Science and Social Studies, for example, may increase motivation, build the student’s learning skills, increase interest in content, and eventually lead students to value and take ownership of their own learning.

While offering a wide and creative palette of Communication methods, the individual student will present with specific responses and the ease of use of any means of communication will determine how useful it will be. Exposing all students to what various means of communication look or sound like and how they are used is meaningful as the experience will help students tolerate diverse communication. Students will also be able to engage with each other more without as much teacher mediation as they are able to switch to a peer’s preferred communication method. Engagement with peers and their communication methods, like peer tutoring (Yasutake & Bryan, 1996), can have positive effects on self-competence.

The outdoor activity will engage all students, and the hands-on nature of the activity will allow students with L1s other than English to follow the example of peers and modelling of adults with little need for direct language skills other than safety related directions. The teacher and staff will have collection jars and boxes, a couple plastic shovels and plastic forks, paper plates, hand wipes and surgical gloves so that the students can use their hands to collect and hold any items. Children will be encouraged to find things they like without adults using terms or names. Adults will physically prompt, help, encourage and model collection of

samples, including plant leaves, soil, rocks, insects, arthropods, feathers, seeds etc.

Later, in the classroom, L1 languages can be employed by parallel translation of words and terms used to describe the collected samples, these translations can be found using on-line references and through conversation with parents or guardians. When samples are brought into the room, students should be allowed time to observe them and respond to what they see. Drawing materials can be offered to those ready to record information about what they see. Students can also “show” information about the samples by demonstrating how they were found and how they move with sign, gesture, and acting out the movement they observe. Magnifying glasses and

The goal will be for each student to increase their understanding of and ability to communicate about collected samples. In order to motivate students they will be able to choose the types of specimens they prefer to begin with, and they will make use of what information they already know first. They will be encouraged first to use means of communication that fits their abilities and present Language ability. As they continue to collect and observe additional samples, developmentally appropriate challenges to learn more and branch out into studying less familiar specimens and language will be assigned. The class will be introduced to resources and research materials in print, video, and computer and helped to research the specimens and create their own notes, drawing and responses with the goal of showing, telling, or demonstrating what they have learned. Although I have begun with the Pre-K – K level, this unit can be made more sophisticated and challenging depending on the abilities of the students.

Books in English and in student L1 languages can be acquired from local libraries as available to be read to the class and to be reread individually with students. Videos in a student’s L1 can be made available for independent viewing to review in addition to classroom wide viewing as a group, or in small groups as needed. For students who are not speakers, they may act out, sign, draw, and point to picture cards to indicate answers to questions. For readers and pre-readers, picture and word cards can also include L1 terms. Picture/word cards can be produced for labelling features and parts of specimens as well as whole specimens. For L1 speakers, wordless books can be available to elicit verbal student responses and to identify what L1 or English words they may know for content terms and ideas. All known L1 and English words will be used while phrasing in preferred terms. All answers are accepted, but clarified as needed; if the student uses “feet” for insect appendages, for example, the answer will be recorded in writing on the insect picture by the student or teacher, then the preferred term “legs” will be added with gesture and comparison to the entire length of the limb. As the student practices reading and using the drawings and flashcards, the original word may be put in parentheses, leaving the preferred term emphasized.

Students will, with varying levels of support, create booklets or posters which they will use to communicate with others about what they have learned with as much independence as they are capable. Some suggested activities and ways to engage meaningfully and socially with the content are included in the lesson goals organized in chart form with the English Language Proficiency

Standards (TESOL, 2006) in the accompanying document. This flexible unit plan can be used for each season in the year, with supplemental specimens not available on school grounds, and more advanced tools and materials like microscopes and digital still and video cameras. Student responses to learning can also be extended to writing songs, choreographic dances, or creating news activities, games, or plays across the curriculum with cooperation of special teachers. Community involvement through science fairs, earth/ecology fairs, theatrical performances, or the creation of a community garden or flower show exhibit could also be sparked by the nature walk and discovery science unit. (For specific unit goals and examples of objectives see Appendix: Lesson Goals.)

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Human Capital Investment Plan

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This Capstone is a Human Capital Investment Plan for JEC Tool and Machine Corporation. JEC has over 50 years of experience in technical and complex manufacturing solutions. JEC is a leading provider of precision machined products and electro-mechanical assemblies for the aerospace, defense, and medical industries. JEC maintains an award winning quality record. The organization's goal of 100% quality is a standard customers have come to expect and one the company is proud to provide. This commitment should not only apply to external relationships with customers but also within the workforce as a whole, with a focus on the number one asset, the employees.

According to the JEC's Employee Handbook, the quality policy is the backbone of the organization's success. It is the responsibility of each employee to support this policy and to participate positively in its meaning. The policy states: "performance is our most important objective as a means of ensuring continued customer satisfaction; providing our customers quality, on-time products; and continuing to improve our processes and personnel to help maintain strong relationships with our customers" (JEC's Employee Handbook, 2). This policy is customer centric and needs to be refocused on the employees, who are the most important asset of the organization. Without talented employees, it becomes difficult to produce quality work. To continue providing the best product, a Human Capital Investment Plan should be developed, managed, and continued for future success. JEC's Human Capital Investment Plan should have the strategic capability to provide manufacturing excellence through five key elements all supported by accountability, as shown in Appendix A.

The first element in JEC's Human Capital Investment Plan is leadership. In order for this plan to work, leaders should guide and support the organization along with this plan. Currently, JEC's main leadership style is command and control. This leadership style is popular. According to John Seddon's book, "Freedom from Command & Control: Rethinking Management for Lean Service," command and control is still the dominant style of leadership. As JEC emerges from the recession, it is imperative to be conscious of the leadership style. JEC should transform the leadership style to participative and co-creative, directed by the right change leader as shown in Appendix B.

"Command and control is based on establishing and maintaining power over, and control of people and organization processes" (Anderson, (article 4), page 2). This type of leadership style involves leaders who know what is best for the organization and demand to drive employees and processes on their path. When processes do not go as planned or employees are not performing to expectations, this leadership style steers them back on the path by controlling human behavior and actions. "Employees won't naturally contribute positively to the change effort, so leaders must

'help' them by 'commanding and controlling' their behavior and involvement. Leaders must force people's cooperation" (Anderson, (article 4), page 3). This leadership style causes poor employee morale, poor results in transformational change, and is currently the leadership style at JEC. JEC's president directs with a command and control leadership style. He makes decisions regardless of other top management's input or opinion. He has worked with the organization from conception, as his father started the company. He works based upon dated experience as opposed to new training and education. To keep up with production demands, change is necessary; however, he only knows what he was taught from his father. Command and control is the most common type of leadership style and due to this style being used at JEC, they have lost many talented individuals and employee morale is at an all time low.

In order for JEC to achieve strong leadership through change and build human capital, they should update their leadership style from command and control to participative leadership. "Participative leadership is a management style in which other members of the organization or department, especially subordinate employees, are involved in discussions and making decisions that are important to the company or work team" (Kokemuller, 1). JEC should include their employees in the discussions as they are on the forefront of the operations and can offer innovative ideas and feedback. "They must emotionally 'own' the change and understand its intent as much as the leaders do so they can contribute to moving it forward in a positive direction" (Anderson, (article 4), page 3). By involving JEC employees in the process, this will affect their mindset and their work performance and roles. In the participative leadership style, it is best for the leaders and employees of JEC to use the concept of co-creating.

Co-creating is working together and seeing an employee as a partner and not a subordinate. "It means operating as a team, aligned across hierarchical and functional boundaries in pursuit of what is best for the overall organization" (Anderson, (article 4), page 4). By sharing information, involving and empowering employees, and communicating effectively, JEC will be on the path to success. Recently, JEC implemented an employee suggestion program to open the lines of communication between management and front line employees. Implementing the suggestions that improve performance, increase productivity, reduce cost, and enhance quality will help build a solid relationship with employees. It will build trust and the employees will feel they are a vital part of the organization.

It is clear that JEC's leaders should transform from command and control to participative leadership with an emphasis on co-creating. "The only way we know to maximize the results you get from transformation is an entire enterprise of awake and responsible people working together, across boundaries, in pursuit of what is best for the overall organization" (Anderson, (article 4), page

5). JEC will need to transform their management style by working together and being consciously aware in order to drive on the path of success.

One way for JEC to succeed in changing their leadership style is by selecting the best leaders to oversee this Human Capital Investment Plan. It is critical to choose the right people to not only lead through this plan, but to manage the obstacles that will arise. These leaders should know the business, encompass superior people skills, solve problems, make decisions, communicate well, organize tasks, and motivate others. Top management should support and announce these candidates, as they will be making important decisions on behalf of the entire organization. In designing the key activities of this Human Capital Investment Plan, the chosen leaders ensure that the vision and case for this plan are developed and communicated, infrastructures are created and used, resources are obtained and available, top management and workforce are capable and ready to implement this plan, and that the best future state solution is designed and prepared for optimal rollout.

There are three areas that leaders should tackle: content, people, and process. "Content refers to the business side of 'what' is changing; people refers to the human and cultural dynamics, including communication, engagement, resistance, training, culture, etc.; and process refers to the one unified and integrated plan or roadmap by which the content and people outcomes are achieved" (Anderson, (article 3), page 3). Focusing on these areas will help the leaders to implement this plan effectively. The most important attribute these leaders should possess is confidence in their plan and its process. "Just as confidence in a company's future prospects attracts investment, confidence in a project's outcome attracts effort, loyalty, and commitment" (Karlsberg & Adler, 2). Confident leaders along with devoted employees can work together by investing their time, effort, and energy toward reaching JEC's business goals.

For the leaders to be successful, the organization and its' staff should be open to change and provide resources that will assist in implementing this Human Capital Investment Plan. Resistance is bound to occur with change. Some individuals build a wall to resist feeling emotions when they feel challenged or disagree with a change initiative. Resistance can come in different forms, such as disagreeing with supervisors and coworkers, not contributing to the organization's missions, sabotaging projects, or running away. Change is a difficult process and when people are faced with change, their reactions are crucial. It is important for leaders to recognize employee resistance so it can be dealt with properly and immediately to prevent any further implications. The right leaders will have the ability to push through the barriers of resistance, focus on people and process, and lead effectively.

The second element in JEC's Human Capital Investment Plan is recruitment. Embracing the talent mindset is critical in the manufacturing field. Talent is an important resource and JEC should develop a deeper level of analysis to have a competitive advantage. By understanding the different roles that talent can take on and organizing the pivot points of these roles, JEC could predict important elements within the jobs. "The identification of 'pivot points' and subsequent acquisition and development of pivotal talent is defined as where specific improvements in talent and

organization performance will most enhance sustainable strategic success" (Dowling & Roots, 1). JEC's challenge is to understand talent pool investments that will improve their workforce. "There is a strong natural bias to focus on talent pools that have high average value because they are so important and, some assume, also pivotal" (Boudreau & Ramstead, 110). For JEC, machinists and engineers are so vital and difficult to find that they have been the main focus. "When organizations better understand talent pools... and encourage open discussion about their implications, more optimal organization and talent decisions will result" (Boudreau & Ramstead, 112). It is important to have open, honest, and effective conversations about the recruitment efforts. By understanding and analyzing talent pools, JEC will begin to have a competitive advantage.

The current recruitment plan does not reach this level of analysis. JEC's recruitment plan includes advertising for the open job position, sorting through the qualified and unqualified candidates, interviewing, selecting a candidate, and sending out a job offer. This may sound like any other organization's recruitment plan; however, JEC's goal is to fill the position as soon as possible, without necessarily finding the right person with the right skills for the job. Because of this, the company's turnover rate is high and they lack top talent. Manufacturing skills are difficult to find; therefore, JEC will need to build relationships with educational and vocational organizations to find qualified talent. According to "Human Capital Development: America's Greatest Challenge" Theodore Hershberg stated, "Roughly 89 percent [of jobs] will require some post-secondary vocational training" (Hershberg, 7); therefore, building these relationships is a crucial factor to the success of the organization. Hershberg quoted a German executive: "America has too many people in college and not enough qualified workers. The U.S. has outstanding universities, but it is missing the middle" (Hershberg, 7). Colleges tend to be pushed on high school graduates more rather than technical schools, which makes it difficult for JEC to find qualified candidates. JEC should look at the positions that are difficult to fill and target the educational and vocational schools that teach and train the potential candidates needed in the future. Appendix C represents JEC's recruitment process for finding top talent in this Human Capital Investment Plan.

It is also imperative that JEC take advantage of grant programs and co-op opportunities. By building curriculums for specific job positions with other organizations, they will be able to employ the right qualified individuals in this field. Becoming involved in grant programs would be a significant step for JEC to improve their recruitment abilities, and the company would be able to find and employ qualified candidates for hard to fill positions. Daniel Lim from New Jersey College Consortium states, "Generally, these programs are grant funded and we target niche industries where jobs are in-demand, but adequate training and qualified applicants are not readily available to employers" (New Jersey College Consortium – Dan Lim Interview). In the manufacturing field, finding qualified machinists is a difficult task. Luckily, manufacturing is a niche industry. New Jersey College Consortium partners with various government agencies for funding, recruitment, tracking, and incentives. All programs are evaluated and audited by the consortium. They also have a proven success record. "Success is based on two factors: one, the number of students that graduate with an industry recognized certificate and two, the number of

students that obtain permanent full-time employment because of the training received” (New Jersey College Consortium – Dan Lim Interview).

If JEC partners with New Jersey College Consortium, they will be able to create training curriculums tailored to their current needs. The company would also be able to select the individuals to go through the program through a comprehensive interview. This is a critical step in the process to ensure that the individual selected to go through this program has some manufacturing skills and the drive to improve their human capital. Human capital is individual driven results obtained from education, training, knowledge, skills, abilities, life experiences, and wellness that enable a person to be his or her best and continue to enhance his or her personal well-being. Some believe building human capital is an employer’s responsibility as they provide trainings to build new skills; however, even if an employer does provide trainings, it does not mean that the individual will successfully complete this training. It is the responsibility of the individual to learn and retain the knowledge from this training; therefore, finding the right candidate for the grant program through an interview is a necessity.

The New Jersey College Consortium Partnership Program would benefit JEC by not only providing talented individuals to employ but also providing monetary incentives. JEC could receive temporary reimbursement of new hire salaries for on the job training for six months. Also, there are federal tax credits per new hire that apply. Passing up on grant programs would be impractical. JEC should take advantage of this program especially for the current need to employ qualified machinists.

Another difficult position for JEC to fill is manufacturing engineers. Co-op programs are another way that JEC could build top talent in the Engineering Department. Co-ops are an effective way to develop high quality future employees and keep recruiting costs down. Typically, when an employer is looking for a co-op, the cost to post a job opening on a university’s website is free. Co-op students gain on-the-job skills and knowledge during their co-op cycle. This gives them a higher level of experience with JEC’s production methods than hiring an inexperienced applicant. Universities provide high quality education that prepares students to bring new perspectives and suggestions to the workplace that lead to significant contributions. This is critical for JEC’s workforce. Many JEC employees are entering retirement; therefore, a new wave of talent will need to be recruited to meet the demands of the future. JEC should get involved in the educational process, help students along their career path, and recruit these students in order to have top talent in the future.

Using co-ops and grant training programs is just a small step in retaining qualified talent. The company should also develop an on-the-job training program for these students. While students will bring academic training to their position, they will need orientation and guidance in their specific responsibilities. According to University of Washington’s College of Engineering, “a good training plan includes a progression of assignments reflecting students’ developing competencies. Employers who formulate well-designed training plans can count on an excellent return for these efforts” (University of Washington College of Engineering, 1). JEC will need to design training plans for their co-op program to be successful.

Another significant step is identifying a mentor for the student. This can be a supervisor or a manager that will provide guidance throughout the student’s co-op program. With grant programs, New Jersey College Consortium recommends that a member of JEC work with the professor and make routine visits to check on the progress of students. It is clear that both the student’s and employer’s expectations must be meant; therefore, building these relationships is critical not only with the organization but also the students who could be prospective employees.

Once talent is found, JEC should develop employees throughout their career; therefore, the third element in this Human Capital Investment Plan is employee development plans. In order to develop employees, the Human Resources (HR) Department needs to take on an organizational development role to enhance their skills and abilities. Organization development (OD) efforts increase the effectiveness of the organization and maximize human capital. OD’s functions help the organization align their strategy, structure, business procedures, and culture while maintaining human principles. If HR takes on OD tactics as represented in Appendix D, a vision can be created and implemented to produce a more skilled workforce.

“Organization Development: A Strategic HR Tool” discusses how the use of OD helps HR create an effective learning environment and productive workforce. “The basic purpose of organization development is to increase an organization’s effectiveness through planned interventions related to the organization’s processes (often company-wide), resulting in improvements in productivity, return on investment and employee satisfaction” (Society of Human Resources, 1). Researchers Cummings and Worley reveal that “OD practices are of direct value regarding organization workforce skills and learning, including goal setting through performance management, reward systems, career planning and workforce diversity” (Society of Human Resources, 2). The organization should be equipped with effective programs, capable employees, and a well-managed HR department in order to function successfully. These programs and responsibilities are directly related to HR.

By using OD, HR can expand its capacity regarding planned change and create an effective, healthy work environment for employees. Planned change requires a clear understanding of organizational issues. By researching and collecting data to understand these issues, HR can work with top management and chosen change leaders to develop a learning environment that ensures a productive workforce. “The ability to evaluate, design, and implement organizational learning and development programs is likely to become a key OD competency for HR professionals” (Society of Human Resources, 5), as employees want their job to have meaning and know that JEC values their skills. “OD is driven by humanistic values (respect, inclusion, authenticity, collaboration) and is an education based discipline, with the goal to develop values, norms, attitudes, and management practices, resulting in a healthy organizational climate that rewards healthy behavior” (Society of Human Resources, 3). This is the exact environment that JEC’s HR wants for employees and in return, employees want to know that they can make a positive impact on the organization.

In regards to performance management, there are three types of HR management interventions that promote organizational learning that JEC should use: goal setting, performance appraisals, and

reward systems. By combining forces and using these methods, JEC can manage employee performance, improve worker satisfaction, and support the business strategy.

“Goal setting involves managers and subordinates in jointly establishing and clarifying employee goals” (Cummings & Worley, 429). This is crucial as the goals formulate the planned development of employees that lead to organization effectiveness. The purpose of goal setting is to influence an employee’s behavior and align their performance to meet these goals. It is important for the organization to set goals on an individual basis that align with the organization’s missions and goals. “Goals energize behavior, motivating people to put forth the effort to reach difficult goals that are accepted, and when goals are difficult but achievable, goal setting prompts persistence over time” (Cummings & Worley, 429). JEC should involve employees in setting these goals on an individual basis to maximize their talent and make their employees feel valuable.

JEC should also use performance appraisals to align employee performance to the organization. Performance appraisals should be completed by managers and supervisors for each employee on a yearly basis. The “performance appraisal is a feedback system that involves the direct evaluation of individual or work-group performance by a supervisor, manager, or peers” (Cummings & Worley, 426). The performance appraisal is a small part of performance management; however, it can be a valuable tool if used effectively and can guide JEC’s managers and supervisors in developing their employees throughout the year. There are newer methods when using the performance appraisal. Instead of a manager completing a lengthy form and having a one sided conversation, employees are now more involved in the phases of the appraisal such as creating developmental and future plans, self-ratings, and having effective conversations throughout the year. “This active involvement increases the likelihood that the content of the performance appraisal will include the employee’s views, needs, and criteria, along with those of the organization” (Cummings & Worley, 429). This participation allows for a more complex conversation to occur about both the employee’s and JEC’s future which is critical in the development of human capital.

Rewards are influential incentives for improving employee performance. “OD traditionally has relied on intrinsic rewards, such as enriched jobs and opportunities for decision making to motivate employees’ performance. More recently, OD practitioners have expanded their focus to include extrinsic rewards: pay, various incentives, such as stock options, bonuses, and gain sharing promotions; and benefits” (Cummings & Worley, 434). Either type of reward can increase employee performance and happiness. It is important for JEC to decide on a reward system that is valuable to both the organization and the employees. Money seems to be a factor to most employees; while a simple thank you would suffice others. Due to the recent downturn that JEC encountered, I would recommend that JEC give periodic small rewards to show employees that their work is valued. Implementing a program that rewards employees for meeting their quota, showing teamwork, or displaying JEC’s principles would help to boost employee morale and keep employees committed and loyal to the company.

By using these HR management interventions, JEC can improve work performance and increase employee satisfaction; however, for these programs to work, the managers and supervisors must

follow-up. This is the most important step in any HR management intervention. A supervisor will need to coach their employees throughout the year and follow through with the goals and development plans that were set on the performance appraisals that were given. Managers that coach and follow up with their employees will engage them to focus on increasing their human capital. According to Shawn Kent Hayashi author of “Conversations for Creating Star Performers – Go Beyond the Performance Review to Inspire Excellence Every Day” following up with employees “builds trust and accountability, and it enables relationships with key stakeholders to develop momentum so that their feedback in the review process adds value” (Hayashi, 116). It is important to show the employees what performance means to the company. By having frequent performance conversations and giving rewards, JEC’s employees will feel valued by the organization.

Talented employees are the key to business success and “the best course of action is to leverage the complementary knowledge and skill sets of HR and OD to capitalize on what is quickly becoming a recognized key to strategic success” (Morgan & Jardin, 25). These interventions, along with constant performance conversations throughout the year, with rewards, will help maintain employee satisfaction, continue to build morale, and help JEC in the war against talent.

Leadership, recruitment, and employee development plans are key in order to make JEC successful; however, all of these factors can fail without effective communication. Communication is a word that is used by everybody to mean many different things. It is important to understand that communication is a process. It is a series of events, not just one event. Currently, JEC’s communication style is top-down with little to no follow-up. “Saying nothing is a message – perhaps a powerful one” (QuicTool, 1). JEC’s leaders need to start communicating with their workforce and continue to improve their communication skills by understanding the elements of communication as shown in Appendix E. Their words must be represented by honest, physical actions. Communication involves a complex set of variables. It is not always simple and straight forward; therefore, understanding the elements of communication is significant in order for this plan to be successful.

According to QuicTool, there are five key components that can help JEC effectively communicate. The first component is to create a message. To send a message, leaders and managers must first say or do something that represents an idea. There must be a “mental image, a vision, an idea, an opinion, or perhaps some information that he or she wants to convey to someone else” (QuicTool, 1). JEC’s future and this plan is a message. It is the ultimate vision and leaders and top management should initiate the communication process and have a primary interest in making sure it is effective. Presenting this plan should be clear and consistent. Leaders should select the right words to use to limit misinterpretation. “Different words have different meanings to different people. In fact, research has shown that effective communication is 55% body language and gestures, 38% voice tone and inflection, and 7% spoken word” (Sell, 4). Their message should be familiar, specific, concrete, and conveyed with confidence. Choosing words that are likely to have the most similar meaning to both the leaders of the organization and the employees is necessary. Over 60% of JEC’s workforce is Vietnamese; therefore, JEC should also consider culture factors. Culture can influence the organization and having employees “from multiple cultural backgrounds means multiple opportunities and multiple challenges” (Peterson, 65).

To get through these challenges, JEC can diagnosis the existing culture. This includes evaluating the risks of making changes and determining what will need to be implemented. "Changing corporate culture can be extremely difficult and requires clear strategic vision, top-management commitment, symbolic leadership, supporting organizational changes, selection and socialism of newcomers and termination of deviants, and sensitivity to legal and ethical issues" (Cummings & Worley, 529). According to "Kiss, Bow, or Shake Hands," the Vietnamese place value on relationships. They need to personally trust their leaders; therefore, JEC must break through these cultural communication barriers in order to build human capital. If leaders and top management understand how employees learn based on their culture, they will have more of an impact on employees. It is clear that not one size fits all and when sending a message, JEC should understand cultural differences to maximize this plan's effectiveness.

The second component to help JEC effectively communicate is seeking to understand the message. Communication requires both a sender (leaders) and a receiver (employees). JEC's employees must interpret what is being said by the leaders of the organization. Employees will develop emotions about what was said, should seek to understand it, and share a responsibility in ensuring an effective communication process. When communicating this plan, leaders should prove their support not only through words, but through their actions as this is creditable to the employees. Conveying a positive and confident image will also assist in effectively communicating this plan. Currently, JEC's leaders look overwhelmed and their actions represent their emotional state. It is imperative that their mentality and actions become encouraging.

The third component to help JEC effectively communicate is to share feelings and ideas through the message. Creating a vision will show the employees how JEC feels and thinks. These visions can travel in many different ways, including how leaders speak, write, and act. The vision "may be immediately clear and understood or murky and misleading, based on how well all of the components in the communication process have been considered and accommodated" (QuicTool, 2). JEC's vision should be clear and understood by all involved in order for this plan to be successful. It is crucial that this plan is supported as the employees will determine the meaning of this plan by the actions of leaders and top management.

The vision set out in this plan not only includes leaders and top management but also the employees; therefore, the forth component to help JEC effectively communicate is feedback. When organizations develop plans and policies, there is always feedback. This feedback may not be verbal but it can be seen through the actions and morale of the workforce. "Without meaningful feedback, you can't even be sure that the message was received" (QuicTool, 2). When seeking a response, JEC should choose the right method. Face to face communication gets faster results; however, documented responses will be more effective when reviewing and possibly revising this plan as times change. Documenting communication and feedback will allow JEC to take suggestions, improve this program, and provide accurate real-time communication. It is significant for JEC to receive a reaction from their employees. If a reaction is not received, JEC should seek feedback as communication is a two way street. Whether in spoken conversations or written correspondence, shared meaning is important. Everyone will

need to participate in this process in order for this Human Capital Investment Plan to be successful.

The last component to help JEC effectively communicate is to realize the presence of noise. "Noise is the name given to the multitude of factors that can interfere in the communication process and keep it from being complete and accurate" (QuicTool, 3). There are two types of noise that JEC will need to be aware of. The first type of noise is physical. JEC employees work on the shop floor and the noise level is usually loud. "Noise is always present in the process, and the question is not whether it will disrupt the message, but by how much" (QuicTool, 3). It is imperative when leaders and top management communicate with employees, they check their surroundings and move to a quieter place. Being in a machine shop, machines are constantly running and the noise is extremely loud. When JEC holds monthly employee meetings or supervisors need to speak to an employee, they need to find a location that is quieter so employees are able to hear, understand, and ask questions to clarify. The second type of noise is psychological. Examples of this type of noise include mistrust, disinterest, strong emotions, and perception. Perception is a huge factor in the communication process as everyone hears or sees things differently. Employees will engage in conversation and discuss how they perceive JEC during these changes. These discussions could be positive or negative and will result in creating more noise within the organization. The environment will always have some level of noise that interferes with the vision.

JEC's leaders should be aware that just because they say something does not mean they are actually communicating. Communication does not occur unless the meaning that is received matches the meaning that was intended. JEC's ability to communicate will grow as they understand this process and continue to listen and watch the internal culture develop. Communication is a complex interaction with interconnected pieces. Both leaders and employees are accountable. By understanding the process, JEC and their employees can build clarity that will improve the elements necessary to build human capital and allow this organizational change to occur.

«Change is the nature of life. Nothing ever remains the same. Growth and decay are as fundamental to our existence as our needs for water and air» (Anderson, (article 1), page 18). Throughout life, one will constantly grow and change. The decisions that are made will impact their future. When the organization makes changes, the decisions and actions will determine whether or not this change is positive and will affect both internal and external factors. JEC must go through a transitional change in order to be competitive in the future. "Transitional change begins when leaders recognize that a problem exists or that an opportunity is not being pursued – and that something in the existing operation needs to change or be created to better serve current and/or future demands" (Anderson, 56). This Human Capital Investment Plan will assist JEC in managing their transitional change as shown in Appendix F.

The drivers of change that JEC sees often include organizational imperatives, leader and employee behavior, and leader and employee mindset. JEC's main customers are government entities and their demands constantly change. Organizational imperatives refer to "changes in the organization's structure, processes, technol-

ogy, resources, skills base, or staffing to implement and achieve its strategic business imperatives” (Anderson, 35). When government jobs are awarded, JEC hires quickly; however, when they are waiting for jobs that have a lead time from twelve to eighteen weeks, they reduce their workforce.

“Downsizing Isn’t What It’s Cracked Up To Be” discusses how during tough economic times, organizations find themselves in agony and can no longer afford their staff; therefore, they look to downsize. JEC reduced their staff three times this year, resulting in a fifteen percent decrease. Author Henry Hornstein states “reducing numbers to remain competitive in these difficult times has been a common tactic, adopted by management ostensibly to reduce cost, demonstrate increased flexibility, reduce bureaucratic structure, increase efficiency regarding decision-making, improve communication, and cultivate entrepreneurship” (Hornstein, 1). Hornstein believes organizations are too quick to decide to downsize as there are negative implications and short-term results.

JEC makes difficult decisions in regards to organizational imperatives and implements the changes from a top-down approach. These actions can affect employee morale. When JEC reduces staff, they need to “ensure that employees understand the renewal strategy and their new roles in it. Employees need credible expectations that, although the organization has been through a tough period, their renewed efforts can move forward” (Cummings & Worley, 336-337). JEC does not communicate these changes to employees; therefore, when reductions in force occur, employees are on edge. “Downsizing has a negative effect on corporate memory and employee morale, disrupts social networks, causes loss of knowledge, and disrupts learning networks” (Hornstein, 2). There have also been many studies conducted that reveal harmful results on production. More importantly, it impacts the organization financially. A study “found that increases in financial performance in the first year following the layoff announcements were not followed by performance improvements in the next year” (Cummings & Worley, 337). Even though JEC may see improvements in financial performance, these results are temporary and do not reflect on the performance of their workforce.

With the lack of qualified employees, JEC rehires employees that were part of the workforce reductions. Although this shows current employees that there is a chance of being rehired which could slightly impact employee mindset, the question still remains whether or not downsizing is an effective way to restructure as it impacts finances and production. This fluctuation causes employee morale to ride a constant wave of emotions. This affects both leaders and employee behavior and mindset.

Besides internal drivers such as leadership, employee behavior, and mindset, JEC should also look at external drivers of change. “It is equally true that attending only to the internal drivers and neglecting the external ones will cause transformation to fail” (Anderson, 34). JEC should look at both the external (content) and internal (people) drivers that are going to be affected in order to be successful during change. In order for JEC to make positive changes, they need to become unstuck, understand why this change is needed, focus on the training needed to implement this Human Capital Investment Plan, and become accountable.

It is important for JEC to not only understand that drivers of change exist, but how the organization can better manage these drivers of change. When we look at the external drivers such as their customers, JEC will need to understand and know how to best manage the environment they are given. By understanding customer’s needs and preparing for the future, JEC can make more informed and accurate decisions that will affect their internal drivers. By understanding this, JEC will learn how to properly manage the culture, behavior, and in particular, the mindset of their employees.

JEC will also need to determine the appropriate level of change that should be completed through a needs assessment. Top leadership should conduct a thorough needs assessment on each element in this plan to determine what training is needed in order to meet the elements outlined. It should state exactly where JEC should focus their resources and what the actual goals and outcomes should be.

In order for this transitional change to be successful, JEC will need to ensure that the right people are involved as discussed in the leadership element. This can be done by creating a leadership team consisting of employees from each department and various levels of the organization to provide feedback and help with program implementation. The change leaders will help top management determine the needs of the training program, demonstrate to employees that their input is valued, and create a consistent level of commitment throughout the organization.

It is a guarantee that JEC will face resistance as “top-down, one-way communication often triggers resistance” (Anderson, 41). In order to lead through change, JEC should let go of this type of decision making and embrace a new decision making process. “If your leaders are unaware of the option for decision making, and habitually default to leader controlled ‘tell’ decisions, then your transformational efforts are likely doomed to fail” (Anderson, (article 2), page 3). JEC cannot afford to fail. They should recognize that their employee’s mindset and behavior matter. It is the responsibility of management and leadership to control the change in a way that prevents employee resistance and more importantly, promotes employee commitment. JEC will need to truly understand the core human needs, how to discuss those needs with employees who are feeling threatened, and how to move past those emotions by earning the trust and support from those employees. «Core needs can generate positive and negative responses - commitment and resistance - depending on a stakeholder’s perspective, conditioning, and what is happening to the stakeholder in the change» (Anderson, 143). Great leaders will be able to identify these needs and utilize the situation to turn any kind of resistance into a commitment.

According to “Ten Critical Actions for Leading Successful Transformation” JEC must complete tens steps in order to change effectively. The first step is to “Develop Clear Business Results that the Change Effort Must Produce.” This Human Capital Investment Plan discusses the elements of leadership, recruitment, employee development plans, and communication. These elements are necessary to build human capital at JEC. JEC should be focused on these elements at all times and hold individuals accountable if they steer away from the plan in order to be successful.

“Create a Comprehensive Change Strategy that Integrates All of Your Change Efforts” is the next critical action. This change strategy includes content and people processes that will ultimately help JEC reach their business results. The process includes how JEC’s change effort will be administered and organized. The first action in the leadership element is to have a critical conversation with JEC’s president. His leadership style and business ethics will need to change. The conversation must be fact-based, showing the detrimental results if JEC continues on a controlled path, compared to a participative and co-creative environment. It must show defined results in both leadership styles to make an impact for change. Both the recruitment and employee development plan elements will be administered and organized by Human Resources, managers, and supervisors. By working together, they can hire skilled employees and develop their current workforce to maximize their skills and potential. The communication element will need to be administered by the leaders of the organization. Their words, followed by their actions, will determine the success of this plan.

The third step to change is “Lead the Effort Co-creatively and Minimize Command and Control” as discussed in the leadership element. Changing JEC’s process will be a windy road and leaders must drive it not knowing the exact direction, but focusing on the destination of this plan. In each element, working together is crucial whether leaders are working with leaders or managers are working with employees to develop their skills. JEC should join forces together on all business levels, working towards these goals to get the desired results.

“Use a Common Change Process Methodology as Your Navigational Roadmap” is needed during change such as using the right tools. A common tool used during change is coaching. “Coaching interventions attempt to improve an individual’s ability to set and meet goals, lead change, improve interpersonal relations, handle conflict, or address style issues” (Cummings & Worley, 451). JEC should implement coaching on all levels of the organization. Coaching involves leaders that help employees focus on knowledge, skills, and abilities. Change leaders should be consciously aware of what is happening around them and learn from it. By coaching, they can steer employees in the right direction to meet their needs for change. During this process, JEC will discover their ideal future state. “Change leaders must constantly gather new information and learn from what is actually happening in the organization, then course correct their change process and timetable accordingly” (Anderson, (article 5), page 3). Using coaching on all levels of the organization will help the workforce navigate the change process.

The fifth critical step to change effectively is “Accurately Scope the Breadth and Depth of Transformation Required.” “You can only formulate your change plans and timetable to the degree that you have an accurate scope of what the transformation entails and what aspects of your organization and workforce it will impact” (Anderson, (article 5), page 3). JEC should review this Human Capital Investment Plan and its elements on a quarterly basis to accurately determine if the change process needs adjusting and the impact it has had in regards to the people (internal) and content (external). This meeting should be held with JEC’s leaders, managers, and supervisors so everyone in this process understands the plan and its’ schedule to meet the outlined goals.

“Transform Mindset and Behavior While the Organization Transforms” is the next critical step to change effectively. Mindset change needs to occur by both leaders and employees in order to make transformational change successful. JEC must grow from old business practices as mentioned in the leadership element and develop new viewpoints by working co-creatively. “The most important building block to achieve this critical mass is for your leaders to begin the change effort by addressing their own mindsets” (Anderson, (article 5), page 4). The leaders will need to change in order for JEC to change. The key elements in the communication process are also needed to transform mindsets and behaviors. Leaders can discuss what needs to be transformed; however, their actions will speak louder than their words.

This leads to “Ensure that Your Change Process and Change Leadership Behavior Model the Desired Future.” JEC’s leaders will need to lead by example if they want their employees to shadow their behavior. “Employees get their primary clues about whether the organization’s espoused changes are real from two key factors: (1) the change leaders’ behavior, and (2) the change strategies used to achieve the transformation” (Anderson, (article 5), 4). In order to build employee commitment, the actions of JEC’s leaders must reveal the preferred future of the organization. Currently, JEC’s leaders look defeated and in order to achieve a better future, leader’s mindsets and behaviors need to change. “It is far tougher for leaders to maintain the level of influence required to compel the workforce to change if they have lost credibility” (Anderson, (article 5), page 4). JEC’s leaders are on the brink of losing their influence on employees and they have already lost a number of talented employees. It is time for JEC’s leaders to change.

“Create Critical Mass through Whole System Engagement” begins with engaging all employees at JEC in this change process. This plan involves everyone, not just the leaders of the organization. All participants will need to be held accountable for their part in this transformation. In order to ensure this, open and honest communication should occur along with periodic meetings to discuss progress. There also needs to be consequences for any employee, including leaders who do not participate or deter the progress of this plan.

“Establish Conditions for Success Early” by “requiring certain conditions, such as: (1) clear direction and understanding of why the change is necessary, (2) adequate resources, (3) adequate time and attention for change activities, (4) executive alignment, etc” (Anderson, (article 5), page 4). To make a change this extreme, JEC will need to pick the best time for implementation. Human Resources recommends that this plan starts in the New Year. Kick off 2014 with new missions and goals showing the employees that JEC is serious about these change initiatives and their employees are their number one asset. This plan will develop leaders and employee’s knowledge, skills and abilities and together, a better business future can be developed.

The last critical step is to “Continue Until All Aspects of the Organization Are Aligned to Produce the Desired Business Outcomes.” Through leadership, recruitment, employee development plans and communication, JEC will begin to establish a human capital future. Alignment of external and internal factors must occur in order to optimize the desired outcomes of this plan.

This Human Capital Investment Plan will be difficult to implement if leaders are not held accountable for each element as soon in Appendix G. Accountability is the center of this plan. “To become accountable, we need to understand the impact of the decisions we make as leaders and the consequences for our organizations” (Bailey, 1). To be held accountable, leaders accept what has occurred, own the situation, and the results. JEC’s leaders will need to drive for the results listed in this plan. They should evaluate this plan and if the desired results are not met, leaders should get involved and make improvements.

Evaluation of this plan is essential for it to be successful. There are different types of data collections methods that could be used to assess this plan such as questionnaires, interviews, and observations. Questionnaires can be used when wanting to get the opinion of the workforce about JEC’s new leadership and communication style. Questionnaires are easy to administer, convenient, and can be inexpensive if done in-house. There are some disadvantages of questionnaires however such as lack of response and no clarification of questions. If lack of response occurs, it is imperative for JEC to find out why as this is an indication of poor employee involvement and morale. Also, questionnaires “are open to self-report bias, such as respondents’ tendencies to give socially desirable answers rather than honest opinions” (Cummings & Worley, 123). Open and honest communication and feedback on all levels of the organization is required for change success.

JEC’s leaders could also complete interviews to help gain detailed data. These interviews will allow leaders to develop better relationships with employees. To evaluate success in employee development plans and change management, interviews would be vital as JEC would be receiving information right from the source.

Observation is way of gathering data by watching behavior, events, or noting physical characteristics in the organization setting. It shows accurate data in real time. Observations can be overt or covert. Overt is where everyone knows they are being observed; whereas, covert no one knows they are being observed and the observer is concealed. “The benefit of covert observation is that people are more likely to behave naturally if they do not know they are being observed” (cdc.gov). By observing covertly, JEC can determine if the culture of the organization is changing. Observations can also determine whether or not the recruitment efforts have been successful.

Whichever data collection is used, JEC should take accountability for this plan. JEC’s typical plan of action when taking accountability includes acknowledging that there is a problem and doing very little to resolve it. As leaders of the organization, they are responsible and should acknowledge that responsibility to both top management and employees. “Being accountable does not mean simply accepting responsibility and ignoring true cause and effect relationships” (Bailey, 1). If something in this plan is not effective, understanding what went wrong is critical. These elements will need to be evaluated on a consistent basis to determine their effectiveness. This evaluation process will put JEC ahead of their competition. Accountability should not only be embedded into the leaders but also in the mindset of the organization. “A sense of accountability can be instilled through empowerment and we can empower people when we give them tasks that are measured by outcomes not activities” (Bailey, 1). These elements should be

measured by the results they produce and individuals should be held accountable if they do not meet the preferred business results.

Great leadership and accomplishment needs to be defined by desired business outcomes. “This process can lead to ownership and recognizing each person’s leadership role and ultimately to accountability” (Bailey, 1). Accountability is a must for this plan to be successful. It is also imperative to build trust at JEC. Leaders should listen to employees and interact with them to understand how things are going in the organization. If concerns rise, leaders should investigate, find out what went wrong, brainstorm a solution, and follow through with the change to build trust and move forward into a human capital future. “At the end of the day this principle of accountability is about personal and organizational integrity. We cannot control everything, but we can control what we do about what happens” (Bailey, 1). JEC must build trust, communicate this plan, and consistently work towards meeting the goals of this Human Capital Investment Plan.

JEC’s leaders will say that their employees are their most important asset, but their actions do not account for their words. If JEC is going to take this belief seriously, then this Human Capital Investment Plan is essential. This plan is an important tool that will be used to drive focused actions and ensure organizational success. It will help shape JEC by developing the workforce while meeting the vision, mission, and goals of the organization. JEC’s Human Capital Investment Plan addresses human capital challenges that will help the organization progress towards building effective leadership, obtaining and developing top talent, driving performance to optimal results, communicating, and changing for the benefit of JEC’s future. This plan will become a roadmap for continuous improvement and the framework for revolutionizing the culture, operations, and future of JEC.

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Teaching Reading Comprehension to Students with High Functioning Autism Spectrum Disorder: A Review of the Literature

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Abstract

This paper will review the literature surrounding effective reading comprehension strategies for teaching students with High Functioning Autism Spectrum Disorders. Theories were also examined surrounding Autism Spectrum Disorder (ASD), and the cognitive processes that researchers have determined potentially affect students with this disorder and their learning. Individuals with autism need effective strategies for reading comprehension to be consistently implemented in the curriculum in order to promote reading success. This review of the literature examined five different approaches that have proven to be beneficial in studies for students with ASD. Educators should examine, consider, and even combine strategies based individually on student need, and how successful students could be using the approach to improve their reading comprehension skills.

Key Words: Autism Spectrum Disorder (ASD), reading comprehension strategies

Background

Autism Spectrum Disorder (ASD) is a neurodevelopmental disorder with a range of associated disabilities. Within the spectrum, both Asperger's Syndrome and High Functioning Autism are classified as having a larger skill set and those affected are more often included in a general education setting. According to the DSM-V, the diagnosis of Autism Spectrum Disorder requires "impairment in reciprocal social communication and social interaction, and restricted, repetitive patterns of behavior interest, or activities... symptoms are present from early childhood and limit or impair everyday functioning" (APA, 2013, p. 53). In the updated DSM-V, released by the American Psychiatric Association, the disorder is now described based on severity level, the intensity of social communication needs, and intensity of restricted, repetitive behaviors. Noted within the DSM-V are the categorical levels stating, "individuals with a well-established DSM-IV diagnosis of autistic disorder, Asperger's disorder, or pervasive developmental disorder not otherwise specified should be given the diagnosis of autism spectrum disorder" (APA, 2013, p. 51). With this new medical definition, as Ne'eman and Kapp (2012) state, "the DSM-5 shift to a single unified diagnosis of ASD will likely positively impact access to special education and related services under IDEA for those covered under the unified diagnosis" (p. 3). Services will be maintained and individuals will not lose a diagnosis, and those with previous diagnoses will feel little to no change.

The primary focus of this literature review will center on the reading strategies implemented for students within the inclusion setting. Students with ASD supported in the general education classroom, often include those with Asperger's Syndrome (AS) and High Functioning Autism (HFA). These individuals are now considered to be on the higher end of the spectrum, which would be Level 1 on the severity level, "Requiring support" (p.52). Students with Asperger's Syndrome, according to Heflin and Alaimo (2006), "do tend to demonstrate extensive vocabularies and can talk for long periods of time ...[but] there is a tendency for them to talk 'at' the listener rather than 'to' the listener...[with] impaired use of nonverbal communication and have difficulty reading and sending nonverbal messages" (p. 12). These students often display a narrow set of interests and can have deficits in their social communication, interactions, difficulty with pragmatics of language, and "may display problems with eye contact and facial expressiveness" (p. 12). A second classification of ASD often included on the higher end of the spectrum are students with High Functioning Autism (HFA), and it is often argued that Asperger's Syndrome falls under HFA. Since both disabilities are described with less intensive needs, AS and HFA are now considered to be on Level 1, of the Autism Spectrum Disorder Diagnosis. All individuals are unique and within both disorders students can range from areas of intense strength to areas of weakness.

Today students who have been diagnosed with ASD are learning within the general education setting, and currently the "No Child Left Behind Act of 2001 (NCLB) and IDEA 2004 mandate that all children, including children with ASD, be taught to read in ways that are consistent with reading research" (Whalon, Otaiba & Delano, 2009, p. 2). Students with disabilities are entitled to receive a Free Public Education in the Least Restrictive Environment, and under the laws of the Individuals with IDEA and NCLB, students are able to be included in the general education setting and receive instruction in the environment that best supports their learning needs. Under the IDEA, students are to be included with their peers to have the same access to education. "Students diagnosed with high-functioning autism complete most of their schooling in an inclusion classroom, where the expectation is that they complete the same academic material as their peers" (Walters, 2011, p. iv). General education teachers are becoming more experienced in working with special education teachers to ensure an appropriate learning environment for the students with special needs. This, however, does not mean they are effectively reaching students who may have processing delays, or reading comprehension needs. Educators need to continue to collaborate, to ensure differentiation, as well as promote access to higher level thinking skills more frequently in the classroom.

Inclusion and oppression in the general education classroom.

According to Chiang and Lin (2007), “students with high-functioning autism or Asperger’s Syndrome are increasingly placed in general education classrooms, where they receive literacy instruction with their peers without disabilities” (p. 259). Inclusion can provide many additional benefits for students with AS or HFA: promoting social interaction, increasing skill generalization, and allowing comfort and familiarity with teachers and non-disabled peers.

For students on the spectrum, inclusion teachers should be aware of the strengths and needs of the student, but teachers also need to view them as having significant potential and value as contributing members of the community. According to the discussion by Biklen, Kasa-Hendrickson, and Klierer (2006), “disability becomes an idea that precludes the possibility of human development, including, importantly, the development of a literate presence” (p. 175). Students with disabilities are often oppressed based on the label they are given, and may not consistently be considered “able” to be critical, conscious members of the classroom. They are also often assumed to have limited abilities past the skill set their teachers are providing them. Through two examples of strong individuals who became well known for surpassing the limits of the diagnosis, the authors Biklen et al (2006), continue to demonstrate how “maintaining the invisibility of literate potential was supported by deeply ensconced beliefs that Phillis Wheatley and Helen Keller represented static categories of personhood and so were themselves spiritually and intellectually fossilized, unable to grow towards citizenship, literate or otherwise” (p. 168).

Teachers may disregard or discount students with disabilities in a discussion, instead of providing additional supports, or even sufficient time to consider the task or question. In some circumstances, a student with ASD might be found to be lacking the skills needed for a task, such as reading comprehension, and in order to remedy the situation, teachers may move towards what critical educational theorist Paulo Freire (2000) warns to be the “banking method.” Within this structure, teachers “give” students these skills which, “turns them into ‘containers,’ or ‘receptacles’ to be ‘filled’ by the teachers...the more completely he/she fills the receptacles the better a teacher she is, the more meekly the receptacles permit themselves to be filled the better students they are” (p. 72).

Ultimately, teachers need to embrace a more transformative pedagogy, with all students, including those students with ASD. Freire discusses this pedagogy, which is fundamentally based on requirements of love, humility, faith, hope, trust, and critical thinking. By becoming mindful of these necessary requirements, enveloping an inclusion model, and incorporating appropriate strategies, both teachers and students with ASD will profit from this shift.

Importance of reading comprehension.

Reading is a primary skill in life, and comes with a myriad of purposes including reading for information, functional reading, and reading for enjoyment. Lanning (2009) cites The RAND Reading Study Group, in defining reading comprehension “as the

process of simultaneously extracting and constructing meaning” (p. 1). The entire process is highly complex and requires a variety of processes to take place within the reader in tandem. Reading is defined by Bell (2007), as the “integration of phonological (phonics), orthographic processing (sight words), contextual fluency, oral vocabulary, and comprehension” (p. 393). All of these aspects are vital and are interconnected, requiring development as the reader engages in the reading process. “There is evidence that poor comprehenders in both the typically developing and atypically developing populations have difficulty shifting their attention from word-level reading to text comprehension” (Randi, Newman, Grigorenko, 2010, p.2). In early grades many literacy programs are focused on the phonics aspects of reading and developing fluent readers, however fluency does not always connect directly to comprehension skills.

Approaches within the classroom tend to shift from a more direct style of teaching, working with sounds and words within shorter reading passages, to constantly constructing and reconstructing meaning throughout much longer reading pieces. Harvey and Goudvis (2000) stated, researchers are “able to identify strategies that represent the essence of reading comprehension by systematically investigating the reading strategies that proficient readers use to understand what they read” (as cited in Lanning, 2009, p.2). By considering student strengths and needs, educators can determine strategies that will be most beneficial to the specific students.

Teachers need to be wary of the “trends” often experienced in teaching reading. The trends or emphases on certain aspects of reading can lead to gaps in the critical thinking skills of students. Bell (2007), explains that the focus on isolated skills proves “more gains in word attack than word recognition, paragraph fluency, and reading comprehension. As history has shown...[concentrating on an] aspect of the reading process, getting wrapped up in one philosophical ball of yarn, does not teach reading to children” (p. 392). Over emphasis can especially be detrimental for students with ASD, due to the fact that transitions to new mindsets can be difficult. Through the implementation of effective reading comprehension strategies students with HFA or AS, as well as other struggling readers, will be able to become good readers, efficiently implementing multiple strategies during reading.

The main question this review of the literature will address is which strategies are effective for students with ASD, specifically which have proven benefits and which hold potential, requiring continued research. In order to deeply consider the reading comprehension strategies, theories which address the development of reading comprehension skills in students with ASD need to be analyzed. Effective strategies, potential strategies, and future considerations for research will also be examined.

Current Theories Impacting Students with ASD and Reading Comprehension

There are a variety of theories as to why students with High Functioning Autism and Asperger’s Syndrome have reading needs within the inclusion setting. Past research studies have “indicated that individuals with Asperger syndrome often have above-average intelligence but have difficulty with reading comprehension... however, there is a lack of research in exploring literacy instruc-

tion for students with Asperger Syndrome” (as cited in Chiang & Lin, 2007, p. 265). The most current theories on reading in HFA and AS include examination of the memory, Weak Central Coherence Theory, Theory of Mind, and Hyperlexia.

Memory.

In considering the memory of individuals with High-Functioning Autism and Asperger’s Syndrome, “a functional MRI study by Koshino, Carpenter, Minshew, Cherkassky, Keller, and Just (2005) found under connectivity in areas related to the verbal working memory network for HFA” (Kamio & Toichi, 2007, p. 875). Memory can directly impact daily functions as well as connecting past experiences and new experiences. Williams, Goldstein and Minshew (2006), linked memory to student critical thinking skills with their research suggesting: “children with autism acquire less information from complex stimuli, including complex scenes, sentences, and stories. This difference in memory functioning may contribute to their impaired adaptive functioning in social communication and problem solving” (p. 10). This under connectivity and difficulty committing multifaceted reading components to memory can add to frustration, as more intricate readings require multiple reading processes to occur simultaneously.

Results from Kamio and Toichi (2001) study on memory, noted “evidence of impairment in long term memory when verbal materials to be remembered were semantically or contextually related” (p. 964). Additional research from Kamio and Toichi’s (2007) study on memory illusion in individuals with HFA points out that “working memory in ASD might be underdeveloped,” but stated that further evidence would need to be examined before making distinctions between HFA and AS in this area (p. 874). According to Bartlett’s (1939) theory on schema, new information is usually “added, ignored, or transformed through such an active process, and false memory is considered to be its by-product. Thus, HFA are suggested to have difficulties in forming schema. If schemata are not formed appropriately, new information remains fragmented” (as cited in Kamio & Toichi, 2007, p. 873). This perspective of memory could relate to how students have difficulty connecting details to larger parts of information. Students with HFA and AS are often noted to have difficulty repairing false prior knowledge or perceptions, which could be attributed to their struggle with memory and building on their schemas, as well as creating and organizing new ones.

Theory of mind.

Other researchers point to a controversial standpoint discussed as the Theory of Mind. Theory of Mind is defined as the ability to empathize with others and “infer what others are thinking in order to explain and predict their behavior” (Happe, 1999, p. 217). According to Baron-Cohen (2001), the individuals who are on the high functioning end of the autism spectrum demonstrate deficits in a theory of mind which “attributes social impairments to difficulties ascribing mental states to oneself and others” (as cited by Beamont & Newcombe, 2006, p.365). Likewise, according to this theory, students with autism lacking this theory of mind, “could often be suffering from a type of ‘mind-blindness’” (Frith & Happe, 1994, p. 116). This perspective seeks to explain why students with ASD struggle with social interactions and reading cues.

Baron-Cohen, Jolliffe, Mortimore, et al. (1997), examined different tasks such as a “Strange Story” task and an “Eyes Task” studied the social development of the person as well as the language of their eyes to determine how they read emotions and behaviors. Following their study, they found some “results as providing experimental evidence for subtle theory of mind deficits in individuals with autism or AS” (p. 16). Additionally, Westley (2004), agrees that individuals with ASD, display needs in the capacities of “interpreting and recognizing emotions, determining character goals, pragmatic language skills, registering false beliefs, and trickery” (as cited by Gately, 2008, p. 41). Grasping irony and other non-literal language usage is also difficult for some individuals. Martin and McDonald (2004), confirm, “the ability to infer the mental states of others has been considered pivotal to one’s ability to engage in effective communication and has been much studied in relation to Autism” (p. 312). Conclusions have been drawn when comparing groups, according to Martin and McDonald (2004):

Individuals with both first order and second order TOM (i.e., the ability to infer the beliefs of one person about the beliefs of another person) could comprehend all inferential language, including irony. Thus, the extent to which the autistic individuals could understand figurative language was dependent upon the level of TOM possessed. (p.312)

Furthermore, the level of TOM a person with ASD maintains could be linked to needs in social interactions in the classroom as well comprehending and discussing a text.

There has not been one proven theory that accurately fits all learners on this spectrum, in fact, Happe (1999) validates, “the theory of mind account, indeed all deficit accounts of autism, fail to explain why people with autism show not only preserved but also superior skills in certain areas” (p. 217). The TOM approach is often scrutinized for stating that lacking theory of mind is a straightforward deficit in individuals with autism. Other theorists and researchers oppose this perspective, and feel that instead of determining this thinking process to be a deficit, they argue that individuals with autism propose a different way of thinking.

Weak central coherence theory.

The Weak Central Coherence Theory is another perspective on how individuals with ASD process information, which affects their reading comprehension ability. “The weak central coherence (WCC) account (Frith, 1989) hypothesizes a biased cognitive style towards local rather than global information processing in autism...[this type of processing] predicts good performance on rote memory of words or phrases, and poor performance on higher-order semantic processing” (Kamio & Toichi, 2007, p. 874). Frith’s (1994) theory further described this weakness as an imbalance during the process of integrating information within a person with autism. WCC is also often connected to weaknesses seen in executive functions and social interactions. Yet, Martin and McDonald (2004), also gives some consideration to weak central coherence explaining, “the difficulty experienced by individuals with Autism when comprehending certain linguistic devices may stem not from social inference difficulties per se, but from a more pervasive inability to use context to derive meaning” (p. 312). From this perspective of WCC, this imbalance could interfere with multiple processes in those with ASD.

Additionally, this theory relates to the noted struggle of students with HFA using anaphoric cueing within a text. During reading, anaphoric cueing is the act of referring back to a previously explained or known section of the text through pronoun usage. From the WCC perspective, strengths found in students with HFA or AS within science and math are easily explained as well as their struggle with reading comprehension and oral language. Specifically, within reading the “WCC tries to describe how individuals with ASD are often detached and very detailed-focused” (Ball-Erickson, 2012, p. 15). Results from studies on the WCC theory are often rebuked, since the collected data, according to Beaumont and Newcombe (2006), is mainly narrative and is insufficient in the quantitative measures for support. Other researchers, such as Jolliffe and Baron-Cohen (2001), also contest this theory stating that WCC “may only characterize the spontaneous processing preference of individuals with ASD...[these individuals] may be capable of processing information in context if they are instructed to do so or consciously decide to do so, based on task demands” (Beaumont & Newcombe, 2006, p. 368). The theory itself relates only to the cognitive functions of autism and thus refers to it as a characteristic instead of overarching need. Skepticism surrounding this theory remains and further research is needed; Martin and McDonald (2004) suggest, “the role of WCC processes in relation to ambiguous messages is, therefore, another area for investigation. Perhaps a number of different deficits interact to produce the variety of language difficulties observed in individuals with AS.... [this] as of yet, remains unanswered” (p. 327). Overall, this theory is also held as a narrow perspective for individuals with High Functioning Autism or Asperger’s Syndrome.

Hyperlexia.

Hyperlexia is often linked or found in individuals with ASD, and while it is not directly connected to the spectrum, individuals with ASD many display characteristics deemed “hyperlexic.” The term hyperlexia, as examined by Grigorenko (2003), is often described as showing signs of “word reading accuracy skills in advance of reading comprehension, several other features have been described including an unusual preoccupation with reading, very early (and sometimes spontaneous) onset of word recognition and a general mismatch between proficient reading accuracy” (as cited by Nation et al., 2006, p. 917). Within the context of reading, this issue can be difficult to spot in earlier grades during student observations; especially since these students can present apparent fluency and sight words strengths which can be misleading unless their comprehension is directly examined.

Students with hyperlexia usually “show remarkably advanced word recognition skills; such apparently well-developed reading skills are usually only superficial...reading accuracy is well-developed and precocious but reading comprehension is severely impaired” (Nation et al., 2006, p. 912). Readers with a high decoding ability, who can read fluently with even pacing, do not consistently demonstrate an equal ability in their reading comprehension competence. Bell (2007) added, “hyperlexics are usually unable to comprehend ‘large units’ of reading, and have problems relating ideas and making inferences” (p. 380). Students with hyperlexia or students with autism who demonstrate these tendencies, often have strengths in their visual imagery; “children with autism may capitalize on rote memorization and recognize words on the basis

of shape or pattern recognition” (Nation et al., 2006, p. 912). These strengths in phonics and decoding with comprehension needs can be found in students without them being fully considered hyperlexic. Additional characteristics, detailed by Bell (2007) of students with hyperlexia include, “significant difficulty in understanding language, memorizing the sentence structure without understanding the meaning, difficulty answering ‘Wh’ questions, such as ‘What...?’ ‘Where...?’ ‘Who...?’ and ‘Why...?’;[and] thinking in concrete and literal terms, having difficulty with abstract concepts” (p. 380).

The more metacognition and abstract imagery within readings can be challenging for students with ASD, especially when their strengths are in more concrete detailed terms. Upon examining weakness in problem solving, critical thinking, and more complex processes, Bell (2007) adds that “imagery used to process parts (static/symbol imagery) and wholes (dynamic/ concept imagery) correlates to the above strengths and weaknesses” (p. 385). Studies by Klein and O’Connor (2004) resound that, “not all students who show hyperlexia have a diagnosis of autism; conversely, most high-functioning students with autism show a disjunction between decoding and comprehension, but one that is less extreme than ‘hyperlexia’” (p. 115).

Overall, these theories have examined the areas of need of individuals with Autism Spectrum Disorder, High Functioning Autism and/or Asperger’s Syndrome. They scrutinized potential reasons why these students struggle early, but more notably in the later grades when more intensive focus is placed on comprehension in reading. Students, no matter if they are considered disabled or non-disabled, should be approached as *able* learners and teachers need to have faith, as well as hope, in their potential to grow and contribute in learning. The goal is to examine strategies, keeping in mind potential needs and strengths of high functioning students with ASD, and devise beneficial strategies to ensure success in reading comprehension.

Proven Effective Strategies

Clearly, teachers are obligated to implement methodologies that will allow for these students to become fully functional members of society. In considering how to more fully address students who may be struggling to comprehend, teachers should take into account that the research as well as the very nature of the spectrum of autism, “suggests that not one single strategy or method of teaching reading comprehension will be 100% effective for each and every child with ASD...ASD is very complex and each student diagnosed...has unique learning needs and styles” (Ball-Erickson, 2012, p. 25). Therefore various teaching and learning strategies should be examined and teachers need to be able to determine, based on the strengths and needs of their student(s), which approaches will be most beneficial.

Guided reading.

Implementing a Guided Reading approach within the classroom allows for development of skills across a range of reading levels and skills. Burkins and Croft (2010), offer explicit methodologies for teachers and explain, “Guided reading is about supporting

students as they develop strategic approaches to meaning making” (p. 22). These researchers make the clear distinction that Guided Reading has a process and should be “session-like,” where the students generally are doing the majority of the reading, thinking, and discussing. Guided Reading is an approach that needs to be set apart from other methods, by distinguishing it from small group work. Burkins and Croft (2010) reiterate that, “small group reading instruction, however, is not guided reading...[since] small group reading instruction may also be shared reading, word work practice, read aloud, and so forth” (p. 22). While, this is not to say that small group instruction is not a beneficial modality, it is important to make the distinction from Guided Reading.

Originally the model is attributed to Fountas and Pinnell (2001); Guided Reading approach has “three fundamental purposes: to meet the varying instructional needs of all students in the classroom; to teach students to read a variety of increasingly challenging texts with understanding and fluency; and to construct meaning while using problem solving strategies” (Simpson, Spencer, Button et al, 2007 p.3). Guided Reading sessions follow the structure of “before reading, during reading, and after reading” segments. At the start of the lesson for the “before reading,” a text is selected on an instructional level between 90-95% reading accuracy. These levels are determined prior to conducting sessions, based on Running Record analysis and other methods such as a Critical Reading Inventory, or Diagnostic Reading Inventory. The instructional level is where the student will be within their “Zone of Proximal Development” as described by the educational theorist, Lev Vygotsky. This is where the teacher is able to provide scaffolding for the learner, teach them to depend on the text, foster their independence, and the reader is most likely to benefit from the strategic application and practice of their skill (Burkins & Croft, 2010).

A study conducted by Simpson et al. (2007) examined the effects of guided reading instruction with 11 students with Autism Spectrum Disorder who exhibited average intellectual abilities and their growth in reading abilities over the course of one year. Students within this study demonstrated growth within their comprehension and overall reading skills. Furthermore, some added benefits of a guided reading approach, is that it “occurs in a small group setting to allow for interaction among the teacher and readers...because each group of readers has different strengths and needs, each guided reading lesson varies in the skills that the teacher focuses” (p.3). One of the criticisms of this study was the size; given a larger group of students with ASD it would be difficult to replicate in larger public schools.

Overall Guided Reading allows the teacher to design instruction based on interests, need, and levels. Students are expected to spend majority of the session time reading, and then discussing the text. Within the before, during and after stages of the session, students are using a myriad of different skill sets, reading to themselves, and quietly to the teacher. Students also incorporate expressing ideas to each other, and discussing what they read, thus benefiting from hearing other student’s thoughts and strategies. Guided Reading allows the students to become an active contributor in learning and the teacher is able to scaffold, based on the need of the students during the session.

Direct instruction.

There are a variety of educational programs providing Direct Instruction (DI) for students who have disabilities or are identified as struggling readers and is a prominent approach to teaching students with ASD reading skills and comprehension. Flores and Ganz (2009) conducted a study with four students identified as having ASD or a Developmental Disability and focused on improving their reading comprehension using a scripted, DI reading model. The implementation of the DI was proven to be effective in these students not only by the DI data collection, but also using curriculum based assessments, and running records to measure student progress. Results of their study revealed “a functional relation ...between Direct Instruction and reading comprehension skills... all students met criterion across the picture analogies, deductions, inductions, and opposites conditions” (p. 50). DI, also referred to as explicit teaching, may prove to be beneficial to students with ASD because they struggle with maintaining attention. Sustaining focus can be frustrating at times, according to Klein and O’Connor (2004) because, “many students with autism appear to have difficulty integrating information” (p. 116). Using only one type of strategy, however, can prove to be detrimental for students, especially for those with ASD who may exhibit difficulty with changes and transitions. Adjusting to new strategies and approaches, as students move through the grades, requires transitional periods for many students not just those with ASD. This can lead to frustration and avoidance during activities. Additional studies need to be conducted to examine this approach to address concerns on length of time using DI and grade levels. Flores and Ganz (2009) stated, “it is also unknown whether long-term use of DI reading comprehension with these populations would be the most efficient and successful form of remediation” (p. 52). Hart and Whalon (2011) demonstrated through their study of students with ASD between the grades of K through 5th grade, that teachers too often used direct instruction in early grades and shifted to a collaborative approach in later grades. They added that early teacher directed questioning molds students into passive receivers of information. Hart and Whalon (2011) moreover found that “by fifth grade, students with ASD may require consistent, supportive strategies for monitoring comprehension” (p. 251).

A study conducted by Asberg and Sandberg (2010), considered the effects of using discourse training, or a specific set of procedures, to increase comprehension in 12 Swedish students with high functioning autism. This study found a positive shift in student comprehension abilities, by combining both social constructivist view of Vygotsky, and the educational theorists Kozulin and Garb (2002) perspective on focusing on the student’s process of learning as a whole, instead of the end result. The goal of the research was to determine if reading comprehension improved by implementing “[1] a shared and explicit set of concepts for talking and thinking... (2) under scaffolding and modeling from the teachers...to integrate different sources of linguistic information within narratives and to integrate story information with prior knowledge” (p. 91). The teachers reported they would use the approach again, but would not necessarily be a good fit for students who are not able to think in more “abstract terms” (p. 95). While there may be considerable pros and cons to direct instruction, teachers need to find a balance in their classrooms. A multifaceted strategy approach, while recognizing student strengths and needs, may provide more benefits than relying too heavily on one method.

Self-regulating.

Another strategy that has been proven to be effective in students with ASD is teaching self-regulating strategies such as anaphoric cuing and reminder cues. By teaching strategies to help monitor comprehension, students will have more effective tools to examine if they are maintaining meaning as they read. According to Snowling and Frith (1986), “specific comprehension failure, we demonstrated, is a serious handicap, on the other hand, a hyperlexic children’s ability to comprehend is actually often better than has previously been believed... this ability can apparently be increased by the provision of explicit cues” (p. 441). Anaphoric cuing, specifically, is when the reader “refer[s] back to an earlier part of the text to understand the current part or the pronoun being used” (Christian- Sauters, 2012, p.13). In the study of reading comprehension in high functioning students with ASD, O’Connor and Klein (2004), found that applying anaphoric cuing with students was effective, in that, “students were required to select an antecedent pronoun ...none were able to produce every answer immediately, but some commented on this fact, reread portions of the text to locate relevant information, and subsequently showed gains in comprehension” (p. 125).

Potential application of this strategy could include modeling and instruction combined with computer assisted software to further motivate students; furthermore, the researchers continued to explain, “pronouns and possibly other forms of anaphora could be highlighted on the screen, and students could be required to ‘mouse-click’ on the antecedent referent before proceeding” (O’Connor & Klein , 2004 p. 125). The use of this strategy, since many students are motivated by modern technologies, would allow these students to connect and construct their knowledge base, with eventual fading as the student builds their independence. Whalon, Otaiba and Delano (2009), promote code-focused instruction in combination with computer assisted technology explaining, “evidence is insufficient to advocate using computer-assisted instruction as a sole instructional mode, but rather suggests this method can support and enhance the learning of children with ASD” (p. 9). In this way computer assisted technology, should be implemented as a tool to assist learning, in practicing and honing reading skills.

Whalon, Otaiba, and Delano (2009) confirm the research potential stating: “cueing systems that help clarify abstract and decontextualized language such as anaphoric cueing are promising and need further study” (p. 10). Strategies that assist students in deeply considering the text is the goal in acquiring more successful comprehension in students with ASD.

Providing visual frameworks.

According to O’Connor and Stichter (2011), “problem-solving frameworks are typically described as tools that provide students with a process to execute the steps involved in effective problem solving” (p.12). These frameworks provide a concrete, graphic structure for students with ASD who can be very visual learners. The results from their study, focused on addressing challenging behavior and problem solving, but could also be applied to social stories and literature for other students to teach generalization of skills. Using frameworks across multiple content areas could also

assist students in monitoring their reading, as an approach for students who need consistent comprehension strategies. “The use of clear visual analogies [like the graphic organizer of a house] by which the student is able to tap into their visual strengths to picture the process, has been shown repeatedly in our experience to provide value added in teaching these kinds of processes” (p. 14). Organizers such as these can not only assist in problem solving real life scenarios, but can also act as plot analysis organizers for the higher grades, or be used as visual organizers such as story maps for younger learners. Whalon, Otaiba, and Delano, (2009) illustrate that students with ASD can be instructed to develop questions using “a visual cue card paired with a script...[which] can be systematically faded to a visual cue paired with a signal word, a visual cue alone, and so forth until the child with ASD generates questions independently” (p. 10). These organizers and cue cards can help students maintain their comprehension as well as extend their focus during reading.

Visual organizers are also confirmed by Gately (2008) to be beneficial for students to organize information or generate connections within a story. O’Connor and Klein (2004) state, “students with autism appear to have difficulty integrating information...they might be also expected to have difficulty integrating information from previous text to understand the gist of the passage” (p. 116). Providing structure or visuals during an activity, like a book preview, is recommended. Kluth and Darmody- Lantham (2003), add that “pictures and drawings are not the only ways to clarify speech and communicate with students with autism; the written word can also be used as a visual support” (p. 534). As student’s progress extends past book preview or maps, other visuals, such as checklists, and cues can also provide alternate support.

Another way to incorporate this strategy is by practicing student visualizing, through discussions, and while reading. A program called “Visualizing and Verbalizing,” designed by Nancy Bell (2007), focuses on understanding and interacting with both the oral and written language. Strategies from this program work to promote the student’s ability to create images in their mind; thus engaging themselves as active participants in the reading and building higher order thinking skills. The strategies employ connecting the parts or details to the whole, as well as considering main idea, drawing conclusions, making inferences, and predictions. Colored cards assist in providing a visual for students in the number of connections through the story they should make. As the lesson or session is taking place, the teacher listens to the student’s visualizations and verbalizations, and proceeds to “ask factual and higher order thinking questions based on the student’s imagery” (Bell, 2007, p. 259). This allows students to connect the visuals provided, to the imagery they are making as they read.

This type of strategy support allows the teacher to determine the number of visuals needed for reading and also allows room for differentiation between students or reading groups. Teachers can expand on the strategy by modeling and connecting to student interests, ultimately, together they are working towards independently using the strategy. Kluth and Darmody- Lantham (2003), recommends that educators “encourage expression in all students... [and] teachers need to offer a range of choices and allow students to talk and share, and act in diverse ways “(p. 534). By providing actual visual frameworks or requiring students to create the images through facilitated teacher discussion, students are included in the

reading process, connecting to the images provided, ultimately, to create their own images in their minds during reading.

Peer tutoring.

Peer tutoring strategies provide social and academic benefits for both typical students and students with disabilities. These supports have a steady focus on cooperative interactions in the classroom and the structure mainly consists of the selection of students, peer training, teacher monitoring, and peer delivered support. The Class Wide Peer Tutoring (CWPT) strategy, “has been proven to be effective across a variety of subjects and grade levels in increasing academic achievement for students with and without disabilities” (Kamps et al., 1994, p. 50). According to Maheady and Gard (2010), students are interacting together, they can work in paired partners, compete and earn points for team performances, which allows for immediate error corrections and application of procedures for reciprocal tutoring (as cited in Walters, 2011, p. 35).

Kamps et al (1994) research study, found students with ASD, as well as their typical peers, were able to improve both their academic and social skills, while interacting with each other and earning points for their team. Moreover this study stated, “initial implementation of CWPT resulted in a higher [reading comprehension] mean percentage correct for 13 of 14 peers” (Kamps et al, 1998, p. 54). Later in Kamps et al (1994) study, the strategy proved to have maintained the students’ growth in reading comprehension. Carter and Kennedy (2006) illustrated that this approach, “as with other peer mediated strategies, peer support interventions comprise a structured approach to involving classmates directly in the delivery of educational and social supports” (p. 285). Walters (2011), adds that, “CWPT is a teaching strategy that any teacher can change in order to fit their classroom activities, available teaching materials, and social environment” (p. 35). In a different study, Maheady, Michiell-Pendl, Mallette, and Harper (2002), compared peer mediated strategies to the traditional “teacher questions, student answers” methods, and found that the 21 students involved in the study scored their personal highest ever on the test, and also verified both students with disabilities and their normally achieving peers benefited equally. In the traditional teacher question answer model, 15 % of students were actively involved, whereas 85% were engaged in a peer mediated team support activity with the teacher (as cited by Harper & Maheady, 2007, p. 106). Moving towards an active approach connects back to Paulo Freire, integrating faith and belief in the students as contributors in the learning environment.

Incorporating interactive strategies such as peer mediated tutoring, students with disabilities are also able to work in a small group setting while also practicing their social skills. Miller, Fenty & Scott (2011) suggests that “because real school settings naturally involve a mix of desired academic and social behaviors, providing social skills instruction in the context of academic instruction and incorporating a self-monitoring component has the potential to ... generalize skills to new settings and could increase the social status and acceptance of students with problem behaviors” (p. 372). Alternatively, peer tutoring could be incorporated as needed, and with “general educators, peer support strategies appear to constitute a flexible, practical approach for differentiating instruction within increasingly diverse classrooms...these strategies can be

implemented on an individual basis without necessitating class wide changes in instructional approaches” (Carter & Kennedy, 2006, p. 288). Implementing a peer approach benefits both the teacher and student in allowing classmates to interact and grow together.

Incorporating more opportunities for students to learn in cooperation, increases student independence advancing in both the social and educational contexts. Embracing students with ASD as able, active participants in the learning community proves to the student and their peers that they can also work towards becoming critically engaged students.

Moving Forward

A multi-dimensional approach to address the various strengths and needs of a classroom has much greater probability of reaching those students with ASD who struggle with reading comprehension. The National Reading Panel (2000) explains “reading comprehension of text is best facilitated by teaching students a variety of techniques and systematic strategies to assist in recall of information, question generation, and summarizing of information” (NRP, 2000, online). Implementing strategies into the reading curriculums that offer a melting pot of explicit, collaborative, visual, and guided reading activities has the potential to meet the needs of students with ASD while also developing their critical and higher level thinking skills. Still for today’s educators, “research evaluating reading interventions for children with ASD is preliminary and therefore insufficient to guide practice” (Whalon, Otaiba & Delano, 2009, p.11). Future research studies need to be developed and incorporated to determine the benefits for students with ASD.

Based on experiences in the classroom with the Autistic Support population, students demonstrate comprehension and critical thinking needs notably in the middle to upper grades within English and reading classes. When students are met with difficult tasks in reading, challenging behaviors and close work with paraprofessionals occur in the inclusion setting, often stigmatizing them in relation to their peers. If reading comprehension skills are addressed intensively and collaboratively in the younger grades, with a variety of these approaches, potentially there could be higher reading comprehension successes in students with ASD. Shifts in pedagogical approaches and an increase in implementation of effective strategies could also benefit the students in allowing for more productive inclusion and social interactions for these students on the spectrum.

Impact on thesis.

In conducting this review of the literature, initial perceptions on High Functioning Autism and Asperger’s Syndrome, how students are referenced, and the needs which need to be addressed through the strategies all were aspects which were under consideration. Research conducted on these strategies was also immensely important to determine how appropriate they would be for students. Modes such as a more visual strategy for teaching, and peer tutoring have also proven benefits for the ASD study group. Furthermore, combinations of these strategies focus on the some of the

strengths of students with ASD, while targeting their weaknesses to allow for growth in critical reading comprehension.

The terminology in referencing the population of students with ASD was also strongly examined. In education, the terms used has remained the same, while in the medical field, the labels on the spectrum have shifted towards levels of support required. This does not directly impact the current research or approaches, however, as education shifts and the use of the levels is determined, further considerations will need to be made as newer studies are conducted. Additionally, I have found different strategies, such as those integrated with speech pathology, and teaching social skills, and implemented the strategies into my own teaching practice. While they have proven benefits, as they are used across specific content areas, they lack concrete evidence and data, with multiple study groups to determine effectiveness with connection to the ASD population.

Pieces for practice.

Overall the goal of examining the literature concerning the development of critical comprehension strategies is to determine which would be more effective for teachers to implement. As illustrated by Bell (2007), “reading is at the heart of all school-based learning. It is critical to every content area – science social studies, English, health, language arts and math. Yet, not all students learn to read, despite the many years they may spend in the classroom” (p. 391). Students with ASD especially need these skills to apply across content areas. They must develop and connect with the reading strategies that are most efficacious for them with the goal of higher rates of success in comprehending what they read. Working with a spectrum disorder, educators need to be considerate of the reality that students will be on a range of levels on the continuum, all with unique strengths, needs, and interests. This is where reflection and action are beneficial in determining approaches for students with ASD. Shifting and seeking new potential approaches or combinations is where students will prosper and develop the most.

Additionally, trust and faith that progress can be made in students with ASD, is essential in the classroom. By maintaining a reflective pedagogy and praxis, as recommended by the educational revolutionary, Paulo Freire, teachers can determine effective strategies to meet the needs of the students with ASD, and assist in developing critical reading skills of all students.

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Acting with Intent: How Queen Victoria brought India Home to Britain through an Indian Prince and an Indian Servant

Chapter II: The Impact and Acceptability of the Queen's Actions

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Introduction

Historians suggest Queen Victoria was a monarch in name alone. Queen Victoria's historical significance has typically been limited to her role in accommodating the monarchy to the strict middle-class morality of the age that now bears her name. Queen Victoria is rarely mentioned other than with reference to her love for her husband Albert, her intense mourning for him, and her friendship with John Brown, a Scottish servant. Many historians imply that she had little to no part to play in politics, economics, or even social aspects of the realm. However, this assessment is inaccurate. There is one piece of her empire where the Queen was involved in all three of these details, and that was in regards to her Indian Empire. Queen Victoria actively hired Indian servants and made Indian culture a focal point of her daily routine. It is the purpose of this graduate thesis to examine the numerous ways in which Queen Victoria demonstrated her interest in India to her subjects and the impact of these actions. While much historiography claims that the Queen was solely a figurehead, this graduate thesis will prove she was acting with intent to bring her distant Indian subjects into the center of attention for her British subjects.

The Queen's interest in India grew as she aged. It began in the early 1850s with the arrival of the Maharajah Duleep Singh, the boy-king of the conquered Sikh empire. The Sepoy Mutiny occurred in 1857-1858, and eventually Duleep Singh, himself, attempted to challenge British rule in India. The Queen must have felt a lack of control over her empire at this point. Her Proclamation of 1858 promised to protect and help her Indian subjects and demonstrated a growing awareness of the far-off colony's significance. Next, possibly in an effort to better link her empire's center and its periphery, the Queen took the title Empress of India in 1876. Her interest peaked during the 1880s and 1890s. This period is where the bulk of attention will be paid to the Queen's actions and their impact. She strongly supported the first great exhibition that displayed Indian works and culture to the British public in 1886. The following year the Queen sent for Indian servants to come to the palace. One of them was Abdul Karim who, over the remainder of her life, would grow closer to her and increasingly well-known amongst the British public. In 1891 she added the Durbar Room to her favorite palace, Osborne House. In 1895 there would be another exhibition influenced by the Queen. The course of her life demonstrated a growing interest in the colony that would be known as her favorite. In the last fifty years of her reign, Queen Victoria's interest became more public. Her interest was then dispersed into the general population through newspapers and magazines. Ordinary Britons became fascinated with India and, eventually Karim, and began to incorporate Indian goods into their daily lives.

Victoria's relationships with Duleep Singh and Abdul Karim have recently attracted popular attention, but there has been little serious analysis of the Queen's actions relating to India and her self-conscious role as an imperial sovereign. Shrabani Basu's *Victoria and Abdul: The True Story of the Queen's Closest Confidant* focused mostly on the resentment of the household staff towards her Indian servant. Basu ignored public opinion on the matter and thus fails to appreciate the broader imperial dimensions of this relationship. Sushila Anand has written about the Queen's connection with both men but her work's utility is undermined by baseless insinuations of a possible romantic relationship between the Queen and Abdul Karim and a perpetual focus on royal scandals.¹

Other writers have taken a more serious approach without trying to sensationalize the relationship. For example, G.R. Searle explained that

In a moment of rare common sense, she warned that colour prejudice threatened to break up her Empire: having curry prepared each day in her palace of residence, on the off-chance that a hungry Indian prince might pay a courtesy call, was her own particular contribution to good race relations. The Queen also defied convention by establishing a close relationship with her devoted Indian servant "Munshi". Few of her subjects were so open-minded.²

Marina Warner has also referred to Abdul Karim's importance: "Despatch boxes about Indian affairs were shown to him, his advice was solicited, and he was taking part in the holy privacy of family theatricals, as a figure in the 'tableau vivant' of an Indian bazaar."³ Roderick Cavaliero agrees, explaining that "By 1892 he was Her Majesty's Indian Secretary, looked after her dispatch boxes, assisted her in her Indian correspondence and constantly briefed her on Indian matters. Munshi informed her, and she informed Lord Salisbury, her prime minister, that she had more Muslim subjects than the Sultan."⁴ Walter Arnstein maintains that "In her later years, Queen Victoria looked on her title Empress of

1 Shrabani Basu, *Victoria and Karim: The True Story of the Queen's Closest Confidant* (Gloucestershire: The History Press, 2010), 104; Sushila Anand, *Indian Sahib: Queen Victoria's Dear Abdul* (London, United Kingdom: Duckworth, 1996, 45.

2 G.R. Searle, *A New England? Peace and War 1886-1918* (Oxford: Clarendon Press, 2004), 33.

3 Marina Warner, *Queen Victoria's Sketchbook*. (New York: Crown Publishers Inc.; 1979), 200.

4 Roderick Cavaliero, *Strangers in the Land*, (London: I.B. Tauris Publishers; 2002), 197.

India not solely as an honor but also as a responsibility, and in her eyes Abdul Karim, the Munshi, became the respected personal embodiment, ever at her side, of that exotic Jewel in her Crown with all its varied languages and peoples.”⁵ Nonetheless, while these historians provide a tantalizing glimpse of Queen Victoria’s interest in India, they have not fully recognized the significant impact she had on her subjects.

This Masters level thesis will examine the Queen through the stories of her relationship with two men: Duleep Singh, a conquered Indian prince, and Abdul Karim, an obedient Indian servant. Through these stories, the activity of the Queen will be seen in a new way. She participated in many aspects of her empire dealing specifically with India. Most of these concepts have been overlooked in modern historiography.

This graduate thesis seeks to use the basis of existing historical research on imperialism and apply it to the reign of Victoria as she strengthened the bonds of her empire and stimulated understanding of India. The cultural understanding the people of Britain gained proved to be limited in scope, but the Queen’s active role in shaping what they did understand is rather significant and up to this point has been often overlooked by historical analysis. This paper will be divided into two chapters. The first chapter will examine how Queen Victoria participated in the development of the connection between her British subjects and India. A focus will be placed upon her relationships with Karim and Duleep Singh. Chapter two (which follows) will examine the impact of these relationships and the Queen’s actions on the British masses. This chapter will thoroughly examine the effect of the Queen’s actions as reported on in contemporary newspapers. This chapter will analyze the reaction of the majority of literate Britons and their incorporation of Indian culture and items into their personal lives.

Chapter II: The Impact and Acceptability of the Queen’s Actions

Introduction

Chapter two will shift focus from the Queen, to the consequences her intentional actions had on her subjects. This chapter will be divided into two parts. Part one will examine what the public knew about her interactions with Singh, Karim, and her general interest in India. This portion will also examine why these two relationships were acceptable in the scheme of racial, gender, and class norms of the era. In shaping her subjects’ understanding of India, Queen Victoria was indeed molding what it meant to be a British subject in the late nineteenth century. Part two will demonstrate the extent of the Queen’s impact on public life and social norms of her subjects. The events they attended, the goods they bought, and the ways they conceived of India all changed as a consequence of the Queen’s influence.

Duleep Singh, Abdul Karim, and Queen Victoria represented a microcosm of something larger that was happening within the British Empire. The metropolitan center of Britain and the periph-

eral segments of the empire, like India, were exchanging not only goods but also awareness of one another.⁶ Much of the focus in historical research on this cultural exchange has centered on how London exported ideas and people to the periphery, but there was return flow of ideas and people too. This exchange was certainly a two-way path from India to Great Britain and back. As the people of England and Europe read about the Queen learning Hindustani, building an Indian-inspired room in the palace, and befriending Karim, an Indian of non-aristocratic birth, a metropolis-periphery exchange was certainly occurring. The people of Britain seemed very accepting and interested in her attention to India, which probably did build a stronger bond between home and abroad. While the household, according to previous historiography, was greatly concerned about this relationship, the middle-class literate population favorably viewed Victoria as a mother-like ruler showing attention to her colonial children. The use of Singh and Karim, and the other demonstrations of the Queen’s interest, were tools of imperialism, which had a great impact on reminding the subjects of Britain that they were a part of a great empire, and educating them about the other members of the empire.

The historical research dealing specifically with Karim and Queen Victoria has often pointed to the resentment felt by the Queen’s family and the household staff toward a friendship they deemed inappropriate because of race and class norms. Historians recently proposed that two empires actually existed within the British Empire. One was an empire of race, the other an empire of class.⁷ Many Britons, despite the feelings of the royal family and staff, viewed Victoria’s relationship with Singh, Karim, and her interest in India as appropriate because she created a visual representation of suitable hierarchies within these two empires. She demonstrated the establishment of her monarchical authority over a dominated prince and her servant and reinforced race and class hierarchies, represented by the British Queen ruling an Indian prince and keeping an Indian servant. Britain’s supremacy over India and the monarch’s supremacy over her servants and empire was maintained and supported by the public. In other works on race and gender, historians have examined the “rule of colonial difference.”⁸ There was an, “essential difference between the rulers and the ruled.”⁹ Queen Victoria, Duleep Singh, and Abdul Karim personify this difference.

In regards to gender, which was traditionally minimized by imperial historians, Victoria fulfilled a legitimate womanly role of imperial mother and caregiver. Additionally, the public’s expectations would have shaped the Queen’s actions. She knew and understood acceptable boundaries of that time and she acted within those norms when dealing with Singh and Karim. The Queen’s interest in India and relationship with Singh and Karim followed

5 Walter L. Arnstein. *Queen Victoria*, (New York: Palgrave Macmillan; 2003), 197.

6 John Mackenzie, Bernard Cohn, David Cannadine, and Pramod Nayar are just some of the historians who have studied the impact of colonial exchange. This paper seeks to take the concepts they have examined and thoroughly apply them to Queen Victoria and her actions dealing with India.

7 David Cannadine, *Ornamentalism: How the British Saw Their Empire*, (Oxford, England: Oxford University Press; 2001), 9.

8 Mrinalini Sinha, *Gender and Empire* (Oxford: Oxford University Press, 2007), pg. 183. Accessed March, 2013 from ebrary.com/id/10254436.

9 Ibid., 183

the norms of the time period, which in turn led to the public's widespread approval. She was a British-monarch-mother and this role complied with all norms of the time which made her actions, as reported in contemporary newspapers and magazines, acceptable to her subjects.

The concept of women-mothers related to the concept of colonialism on a deeper level. Historians have concluded that British women were seen as, "mothers, guardians of value, culture, religion."¹⁰ It has been argued that a, "society's well-being, its wealth, its ability to feed and clothe itself, its very future, were frequently perceived as directly related to women's ability to bear healthy children."¹¹ Queen Victoria personified this idea as she was a mother, not only to a family made up of her own nine children, but also a nation, and, indeed, an empire. Victoria took in Duleep Singh, an Indian prince, treating him as a mother would have treated an unruly child. The she took in Karim, to whom she signed letters, "Your loving mother,"¹² or, "Your affectionate Mother."¹³ She was fulfilling the traditional colonial role of women. She was spreading positive feelings between England and India in a gender-acceptable way, with a maternal regard for her colonial children.

The Queen's actions were always acceptable because they maintained the status quo. The way Singh and Karim dressed, the roles they played in relation to the Queen, the manner in which newspapers covered their activity, and the way they were viewed by the public demonstrate this idea of clear boundaries of who is in charge and who is following orders. The public did not question the friendships because from outside the palace walls, it seemed like a clear cut ordering of typical race, class, and gender norms. Britain was in control of India, the monarch had control of her servants, and a mother was tending to her children.

This chapter will highlight the role of newspapers in both shaping public opinion and illustrating the public acceptability of the Queen's actions. For the most part, newspapers have been used minimally when examining the concept of the British Empire. Much like Queen Victoria's role as a monarch had been minimized to the grieving widow status which was previously examined, so too, have the valuable resources of contemporary periodicals been minimized in use throughout historical research when examining the Queen and her actions. The newspapers offer a glimpse of public opinion regarding India in everything from advertisements, to political cartoons, to public interest stories about Singh and Karim. Some newspapers were printed specifically for women, hunters, humorists, home-enthusiasts, and other interest groups. Others were printed for the general interest of the masses. They also cover the sentiments of the world as the papers used were published in Britain, India, and the United States. They demonstrated the British public's strong interest in India, their understanding of the Queen as an active ruler, and the consequences of her actions on her subjects.

Part I: How Much did the Public Know and Why did they Accept it?

The Queen's intentional shaping of her subjects has been covered thoroughly in chapter one, but the reason she could so easily shape them was because she knew what acceptable behavior was and what unacceptable behavior was. She used that understanding to form their perceptions of empire, specifically in regards to India. It was no secret that the Queen had this ability. Lord Salisbury commented that "She had an extraordinary knowledge of what her people would think – extraordinary, because it could not come from any personal intercourse. I have said for years that I have always felt that when I knew what the Queen thought, I knew pretty certainly what views her subjects would take, and especially the middle class of her subjects."¹⁴ This innate skill, which could not have been taught to Victoria by her many servants or tutors, would benefit her agenda to bring India to the forefront of the British imperial awareness. It is possible she read the papers as a means of keeping in touch with her subjects' opinions and then used her understanding as Salisbury described. Queen Victoria used this knowledge and understanding to her advantage as monarch. She would shape the way her subjects thought of Indian people, art, architecture, literature, and goods. She would take her own interest and make it her peoples' interest.

The first time the Queen began to shape the public consciousness was when she began a relationship with the newly conquered Duleep Singh. The prince-consort and Queen took great interest in this Indian prince. They selected the schools he attended, allowed their children to play with him, and frequently invited him to the palace. During one of these visits, "The young Princes are seen dressed in the Maharajah's Indian costumes."¹⁵ The maharajah, "wore his complete national (Sikh) costume, with all its splendid jewels, when he went to court or at any great entertainment."¹⁶ Queen Victoria used Singh as an introduction of India to the British public. She made him a part of royal events that would be covered in the newspapers. Throughout his life he was discussed in the newspapers, and the British public would learn a lot about the conquest of India through this man. They would also be fully aware that his royal standing enabled him to mingle amongst British aristocracy.

Singh became a bit of a celebrity in England. The Queen's fondness for him was chronicled, much in the same way it was for Abdul Karim. "The Queen never forgot the Maharajah's birthday; as regularly as it came round arrived the royal birthday gift. A valuable thorough-bred hunter was the first of these; he also received, at different times, a dog, a beautiful time-piece, and other gracious tokens of her kindly interest in him."¹⁷ Papers, such as *The Lady's Newspaper*, recorded the meetings of the Maharajah with the Queen and other members of the court. *The Times* told of Duleep Singh dining with the Duchess of Kent. He used the

10 Philippa Levine, *Gender and Empire* (Oxford: Oxford University Press, 2007), pg. 10. Accessed March, 2013 from ebrary.com/id/10254436.

11 Ibid., 145.

12 Shrabani Basu, *Victoria and Karim*, 107.

13 Sushila Anand, *Indian Sahib*, 58.

14 "Queen Victoria and The Victorian Age" *The New Encyclopedia Britannica: Volume 29*. (London, England), 2002, pg. 492.

15 Ibid., 343, 348.

16 Ibid., 336.

17 Login, *John Login and Duleep Singh*, 349.

Queen's royal box when attending plays.¹⁸ *The Times* stated on another day, "The Queen and Prince, accompanied by the Maharajah Duleep Singh, walked in the Home Park this morning."¹⁹ A few months later, *The Times* again told of how, "His Royal Highness, Prince Albert, accompanied by the Maharajah Duleep Singh, went out shooting,"²⁰ The article continued to state that the Maharajah also attended church with the royal family. Queen Victoria even sketched the Maharajah with Prince Arthur.²¹ Even after Singh's disastrous attempts at rebellion, the familial connection continued. *The Milwaukee Journal* covered the marriage of Singh's son. "At the present moment a Hindoo bridegroom and his English bride are enjoying their honeymoon on the Riviera, and the queen rejoices to know that her godson – child of her favorite Dhuleep Singh – has formed an alliance with one of the highest families in the land by his marriage with the beautiful Lady Anne Coventry."²² Here we also see the progress of the Queen's anti-racial discrimination policies as her Indian godson married an Englishwoman.²³

Karim, like Singh, was treated liked a well-loved child, and he too, would be discussed in great detail throughout the papers of Great Britain. The people of Great Britain were aware of his every action from when he returned to India to what game he killed on hunting excursions. *The Times* told of his departure for India. "The Sutlej, which has just left England for Bombay, conveys her Excellency Lady Lansdowne, and among the other passengers is the Munshi Abdul Karim, the Queen's Indian clerk, who is going on three or four months' leave to India."²⁴ *The Sporting Times* recounted his successful hunts. "Let us hope that the Queen's Munshi Abdul Karim will not continue his battues when the Court moves to Windsor. This noble Eastern sportsman went out at Balmoral and shot a very fine fox, a roe deer, and a hind."²⁵ Even his religious activities were recorded indicating metropolitan consciousness of the Empire's religious diversity. "The Queen's Munshi, Hafiz Abdul Karim, and the other Indian attendants of her Majesty, went on Sunday to their devotions (Namar of Id), at the Mohammedan Mosque at Woking. This custom they observe every year, and are met on the occasion by Mohammedans from all parts of England, who come to see the Munshi and join him in his prayers."²⁶ The interactions of Karim with the Queen were also covered. "The

Queen usually converses in Hindustani with the Munshi Abdul Karim."²⁷ Not only was the public aware of Karim, they were practically inundated with details of his life.

The Queen showered him with gifts just as a mother might spoil her children. His wife shared the special cottage the Queen had built for him, once again showing the high regard she held him in.²⁸ He received land grants in his home town of Agra and titles in Britain.²⁹ He received a private carriage for his personal use. One biography reports his use of this carriage. "The Indian secretary, Munshi Abdul Karim, arrived in state, alone in his carriage, wearing a light bluish-gray turban, and apparently concentrating in himself the dignity of the whole Indian empire."³⁰ "This personage, who is a man of vast dimensions and most imposing presence," *The Huddersfield Daily Chronicle* noted, "is daily to be seen in one of the Queen's best carriages, which is apparently appropriated solely to his use."³¹ While Karim did not have Singh's royal status, he was accepted as a part of the royal family in the public's eyes.

Victoria also acted as a mother to his wife, offering gynecological advice when the two apparently struggled to have children. She was often gentle, like a mother would be, in the way she communicated with Karim. A letter from the Queen to Karim demonstrated the close personal intimacy the Queen felt to Karim and his wife when she stated the following,

I spoke to Dr. Reid about your dear wife and I think he will understand easily what you have to tell him. It may be that in hurting her foot and leg she may have twisted something in her inside, which would account for things not being regular as they ought.

If this is so, it can only be found out by her being examined by the hand of this Lady Doctor.

It may be something is out of place which can be put right and then the object of your great wishes may be obtained.

There is nothing I would not do to help you both, as you are my dear Indian children and you can say anything to me. I have had 9 children myself, and have had daughters, daughters-in-law, nieces, grandchildren etc to look after and I can help you, Your loving mother, VRI.³²

Victoria's motherly actions towards Karim were not always the typical maternal roles. She did not teach her colonial children things like how to walk and speak, as a mother to an infant

18 "Musical and Theatrical On-Dits", *The Lady's Newspaper*, July 22, 1854, Issue 395. Gale Database (DX1900465210)

19 "Court Circular", *The Times*, November 16, 1854, Issue 21900. Gale Database (CS101354352).

20 "Court Circular", *The Times*, January 29th, 1855, Issue 21963. Gale Database (CS135040061).

21 Mary Thatcher, "Queen Victoria's Own Maharajah", *The Times*, March 17, 1980, Issue 60577. Gale Database (CS117802609).

22 "Queen Victoria's Kindoos" *The Milwaukee Journal* (Milwaukee, Wisconsin) Wednesday, June 15, 1898; pg. 5. Gale Document (GT301084873).

23 Mary Thatcher, "Queen Victoria's Own Maharajah".

24 "Court Circular" *The Times* (London, England), Saturday, Nov 01, 1890; pg. 9; Issue 33158. Gale Database (CS151835489).

25 *The Sporting Times* (London, England), Saturday, October 03, 1896; pg. 5; Issue 1724. Gale Database (DX190182546).

26 "Gleanings" *Birmingham Daily Post* (Birmingham, England), Tuesday, May 12, 1891; Issue 10260. Gale Database (BB3201337619)

27 "More Manners for Women" *Punch* (London, England), Saturday, Dec 04, 1897; pg. 256. Gale Database (DX1901939649).

28 "The Queen's Munshi", *Reynolds's Newspaper*, November 18, 1894, Issue 2310. Gale Database (Y3200623909).

29 Basu, 79.

30 Arthur Lawrence Merrill, *Life and Times of Queen Victoria*. (Philadelphia: National Publishing Co., 1901) 337-378.

31 "The Queen's 'Munshi'", *The Huddersfield Daily Chronicle*, (West Yorkshire, England), April 15, 1892, pg. 4. Gale Database (R3208717692).

32 Basu, *Victoria and Abdul*, 108.

would do. Instead the teacher role fell on Karim. He taught the Queen how to speak and write Hindustani. In return, the Queen bestowed numerous honors on him as were previously examined in chapter one. By awarding these titles to Karim she was connecting the periphery of her empire more closely to the metropolis. Karim represented India to the people of Britain, and when he returned home, he would have represented Britain to the people of India. He was being rewarded for his obedience to Victoria who was his British-monarch-mother. Treating Indian servants as children was common amongst Britons. Steel and Gardiner, as quoted in Nayar, stated in 1909, "The Indian servant is a child in everything save age, and should be treated as a child; that is to say kindly, but with great firmness."³³ This would have been after the Queen's death, but the image she had helped to create lived on in her British subjects.

It was not only in her dealings with Singh and Karim that the Queen was seen as a mother. The public was very accepting, and had been exposed on many occasions, to this kind of imperial motherhood. Britain was the mother country to her colonies. The Queen, as an individual, was referred to as mother to India, but also to other parts of her empire as well. The best demonstration of the acceptance of this motherhood view is the cartoon (previously discussed in chapter one demonstrating the Queen's return to public life and included below) which showed Queen Victoria as a mother, holding her infant India, and surrounded by her other colonial children.³⁴ The fact that India was the child in her arms strongly supported the fact that the people of England were well aware of her special affection for this colony. As early as 1861, *The Bengal Catholic Herald*, an Indian newspaper, claimed that the Indian population had entered, "into closer relations with the great British family."³⁵ Additionally, her actions fulfilled the role of caregiver. It was reported in another Indian publication, *The Friend of India and Statesman*, that the Queen, "had directed her Government to take the most stringent possible measures for the eradication of plague in India."³⁶ Like a mother would care for a sick child, Victoria was shown nursing to her imperial family back to health. As *The Friend of India & Statesman* stated, "It is a true instinct that has conferred upon Her Majesty the name of 'mother of her people.'"³⁷ The motherly sentiment extended beyond India to other colonies. Chiefs of New Zealand addressed the Queen as, "Oh, Victoria, our Mother!" calling themselves "your Maori children."³⁸ Even former colonies felt this filial bond. In the United States one newspaper stated, "Early a wife, often a mother, she has set before the nation and the world an example and a pattern of true domestic virtue."³⁹

33 Nayar, *Colonial Voices*, 11.

34 "The Opening Scene", *Fun*, (London, England), Wednesday, May, 05, 1886, pg. 202, Issue 1095. Gale Database (DX1901440638).

35 "The Famine" *The Bengal Catholic Herald*, (Calcutta, India), Saturday, May 04, 1861, pg. 139, Issue 18. Gale Database (CC1903354679).

36 "Editorial Notes", *The Friend of India & Statesman*, (Calcutta, India), Wednesday, January 27, 1897, pg. 2, Issue 4. Gale Database (CC1903326187).

37 "Queen Victoria". *The Friend of India & Statesman*, (Calcutta, India), Tuesday, May 26, 1896, pg.4, Issue 22. Gale Database (CC1903438797).

38 "Address of New Zealand Chiefs to Queen Victoria", *The Daily Picayune*, (New Orleans, Louisiana), Monday, December 22, 1862. Gale Database (GT3014189072).

39 "Queen Victoria's Jubilee", *The Daily Inter Ocean*, (Chicago, Illinois), Tuesday, June 21, 1887, pg. 2, Issue 89. Gale Database (GT3001242276).

Not only did newspapers and magazines report on the interest of the Queen's, but so did contemporary books. Countless articles of the time period referred to the Queen's attitude towards India. "Should her majesty ever reveal to us what public events in her life have afforded her most gratification it is probable, thinks *Woman* [the magazine publishing this quote], she would place her proclamation as Empress of India first of all."⁴⁰ Another paper maintained that "The queen's devotion to India and everything connected with that delightful, but troublesome colony seems to have communicated itself to her subjects."⁴¹ When discussing the Queen's Hindustani education, Richard Holmes, her biographer and the librarian at Windsor Castle, observed the following: "In the last ten years a signal proof of the warm interest which Her Majesty has always taken in her Indian Empire has been given by the Queen's study of Hindustani, under the instruction of the Munshi Abdul Karim."⁴² This was written the year of her death. There was no explanation of who the munshi was, which attested to his fame at the time.

This study of Hindustani impacted her subjects in Britain, but also those in India. *Strand Magazine* commented, "The fact of the Queen's studies has reacted in the most sympathetic manner in India. The princes and people of that country recognize in the Imperial act a further mark of tender care and parental attention towards her subjects in the East."⁴³ Here the people of India allegedly showed loyalty and affection towards their monarchical mother as she carefully showed respect for them by learning their language. The people of Great Britain viewed these actions as a sign of imperial conquest as there was no mention of bad feelings or resentment, just appreciation. The British people revered the Queen as a mother to the Empire.

Part Two: The Impact of the Queen's Interest on her Subjects.

Following the Queen's example, her subjects began incorporating India goods into their own cultural identity. Nayar, a historian who has studied the tactics of leaders of imperial Britain, refers to this phenomenon as cultural mobility. He defined it as, "the conspicuous movements of peoples, objects, images, and ideas. There have to be contact zones in which cultural goods are exchanged."⁴⁴ Such cultural mobility was represented by Singh and Karim whose contact zones would have been public functions, interactions with the Queen, as well as the reports in the newspapers read by the British public. Objects would also be exchanged in large numbers at the exhibitions and in the stores of Great Britain. The Queen's actions which were examined in chapter one would have a significant impact on her subjects' awareness of far-off places as well as the cultural understanding of India through commerce.

The two exhibitions examined in chapter one served as great evi-

40 "For Wives and Daughters", *The Londoner*, January 15, 1897, Issue 123. Gale Database (VUABP1906589157)

41 "Queen Victoria's Kindoos" *New York Herald*, June 15, 1898. Gale Database (GT3010848473).

42 Richard R. Holmes, *Queen Victoria 1819-1901*. (London, England: Longman's Green and Company 1901), 297.

43 Rafiuddin, Ahmad. "The Queen's Hindustani Diary" *Strand Magazine: An Illustrated Monthly*. July 1892. Pgs 550-557. Proquest Databse (3982406).

44 Nayar, *Colonial Voices*, 239.

dence of how the Queen's interest in colonial India was impacting her subjects in Britain and demonstrated the concept of cultural mobility. By their attendance, the people of Britain revealed an interest in learning about Indian culture. The exhibition crowds also purchased a variety of Indian goods. Some of these were clothing, some were to decorate homes with, and others were to be preserved in museums. One of the items was the exhibition's Durbar Room, similar to the one found at Osbourne. It was set up for use as, "a great central ball-room,"⁴⁵ at a new museum that was being built. These exhibitions' significance has been explained by as follows: "Exhibitions in England during the nineteenth century underscored the intimate connection of English culture with its imperial possessions – and this was made possible because of the physical mobility of goods and wares. Indisputably, the exhibitions did retain the colonial binary: civilized England/primitive India."⁴⁶ Therefore, the established hierarchical guidelines set up initially by the Queen in her relationships with Singh and Karim were being reinforced as her subjects attended the various colonial exhibitions. In this way, the Queen shaped her empire, educated her subjects, and encouraged her subjects' acceptance of her fascination with India.

In 1874, it was reported by a state official, "These collections are very much visited and afford it is believed equal instruction and amusement to large classes of the people."⁴⁷ Newspaper reporters echoed this sentiment. "It ought to have an educational as well as a recreative result," the *Illustrated London News* exclaimed, "by impressing everyone with the great size and increasing importance of that little-known but major part of her Majesty's empire."⁴⁸ Not only were these exhibitions culturally didactic but they were also economically important as members of British society acquired Indian products. At the Empire of India Exhibition, "The directors are in a position to state that, from the actual percentages paid to them by exhibitors, the total sales of Indian goods were between £50,000 and £60,000; and they believe the incidental outside business, done on orders secured in the Exhibition equaled at least another £25,000; or, in brief, that the Empire of India Exhibition of 1895 benefited Indian trade by a sum of £75,000."⁴⁹

The exhibition also strengthened the familial bonds and understanding of the imperial family of which Queen Victoria was the matriarch. "There are relics of the Honourable East India Company to remind us of days which are fled, and an Indian city to show us the present life of the natives whom we hail as fellow-subjects of the Queen."⁵⁰ Another report advertised, "a full

representation of life in Hindustan will be offered to the public."⁵¹ At these exhibitions, patrons could watch shows such as *India*. In this show, "The clever creator of the vast show has condensed the whole story of India; its ancient glories, its ancient barbarism, its ancient rites and customs, its conquest and sequent development under the influence of Western civilization, into a three hours' epitome of one of the strangest, most romantic, most thrilling narratives of the conquest of a great people by a greater, which can be found in the history of the world."⁵² As many other historians have noted, the British public's understanding of the imperial concept was shaped by the government.⁵³ These exhibitions are a perfect example. They would also lead to widespread purchasing of Indian goods as, "'Consumption, ingestion, and decoration' of colonial products was a mode of acquiring, both literally and metaphorically, a taste for and of the Empire."⁵⁴

Even the exhibition advertising highlighted the shopping. The advertisement below shows the shops being operated and perused by people of Indian heritage. The advertisement also promoted the other parts of the Queen's empire. Not only did this exhibition shape the British public's understanding about India, but also the Queen's other territorial acquisitions as well. The article that accompanied this image highlighted the Queen's role in using these occasions to spread understanding and increase imperial awareness. It was stated in *The Penny Illustrated Paper* published in London, that, "Her Majesty, as Queen of Great Britain and Ireland and Empress of India, has given great pleasure not only to countless London citizens, but to numbers of cordially loyal subjects from India and from the furthestmost corners of the Realm, by graciously consenting to open in person the Great Colonial and Indian Exhibition at South Kensington on Tuesday next, the Fourth of May."⁵⁵ The significance of the Queen appearing herself was noted ten years earlier at the Indian and Colonial exhibition when it was reported by *Lloyd's Weekly London Newspaper*, "Victoria, Queen of the United Kingdom of Great Britain and Ireland and Empress of India will on Tuesday next, open the Indian and Colonial Exhibition at South Kensington. Her Majesty's public appearances have during the past few years been so infrequent that her personal attendance at this ceremony will in itself constitute a notable feature in the year's occurrences."⁵⁶

These ideas were not only circulated by the very large exhibitions. The transfer of colonial knowledge can be seen in smaller scale gatherings of Britons as well. At smaller events like the Ice Bazaar held at Windsor to help the National Society for the

45 "The Sunbeam Museum", *The Milwaukee Sentinel*, (Milwaukee, Wisconsin), Thursday, March, 22, 1888, pg.2). Gale Database (GT3003011724).

46 Nayar, *Colonial Voices*, 241.

47 Ibid., 239.

48 "Empire of India Exhibition", *Illustrated London News*, (London, England), Saturday, June 1, 1895, pg 678, Issue 2928. Gale Database (HN3100147396).

49 "The Empire of India Exhibition" *The Friend of India and Statesmen*. (Calcutta, India) Wednesday, February 12, 1896; pg. 20; Issue 7. Gale Database (CC1903391181).

50 "Empire of India Exhibition", *Illustrated London News*, (London, England), Saturday, June 1, 1895, pg 678, Issue 2928. Gale Database (HN3100147396).

51 "The Empire of India Exhibition" *The Era*. (London, England), Saturday, December 15, 1894; Issue 2934. Gale Database (BB3202512579).

52 "The Empress Theater at the India Exhibition" *Illustrated London News* (London, England), Saturday, September 28, 1895; pg 387; Issue 2945. Gale Database (HN3100148987).

53 Promod K. Nayar's *Colonial Voices*, Bernard S. Cohn in *Colonialism and Its Forms of Knowledge*, David Cannadine in *Ornamentalism*, and John Mackenzie's *Propaganda and Empire* all explore the concepts of the governments role in perpetuating colonial understanding.

54 Nayar, *Colonial Voices*, 229.

55 "Our London Letter", *The Penny Illustrated Paper and Illustrated Times* (London, England), Saturday May 01, 1886; pg. 273; Issue 1299. Gale Database (BA3207721960).

56 *Lloyd's Weekly London Newspaper*, (London, England), Sunday, May 2, 1886; Issue 2267) Gale Database (Bc3206261687).

Prevention of Cruelty to Children, many of the themes previously addressed in this paper can be seen. The Queen's motherly role is represented by associating herself with an event for the protection of children. She portrayed her role as mother to her own nine children and all of her subjects, rich or poor. She was interacting with the wealthy to protect the poor, once again staying within the boundaries of expected class norms for her era. In order to help raise money, "The Queen sent many articles for sale, including four huge dolls gorgeously dressed in Hindu costume by the wife of Munshi Abdul Karim."⁵⁷

Small-scale events such as weddings also enabled this sort of exposure for India. "Queen Victoria never gives but one wedding present, an Indian shawl, and they say this is a direct result of the fact that her Indian subjects make her presents of so many hundreds of them."⁵⁸ Another report stated, "Everyone knows that she cannot refrain from presenting a bride – and the weddings that fall in her way are legion – with one of her beloved Indian shawls in addition to any other gift."⁵⁹ These quotations show many facets of previously discussed topics within this paper. First, it shows the Queen's dominance as her loyal Indian subjects are so willing to present her with gifts which could be construed as demonstrating loyalty. Second, many of the weddings to which the Queen would be sending these shawls would have been upper-class British subjects. She is spreading both the message of conquest and her own interest in the colony in an acceptable way according to standards of the time. Not only did these gifts then encourage her citizens to buy Indian clothing, as is seen below, it also encouraged other foreign leaders to do the same. Gifts became a way of demonstrating the assets of one's country. "In fact, where Queen Victoria gives India shawls, the German Empress, when making presents, gives clocks."⁶⁰ With every action, both political and personal, the Queen was enacting imperial change.

The exhibitions held within Great Britain were not the only time the British public demanded Indian goods. The economic tie between these two countries was quite strong. Contemporary advertisements verified a desire for a variety of goods. These ranged from cloth to tea. *Myra's Journal of Dress and Fashion* advertised for Indian silks to be used for summer costumes.⁶¹ An advertisement for Benjamin and Sons announced, "Just Received – a case of elaborately embroidered Indian goods, for Gentleman's Dressing Gowns, Ladies' Ulster Coats, and Morning and 'Five o'clock Tea'

Gowns, suitable for presents."⁶² While the British had been trading with India for centuries, the Queen's attentiveness to India would have strengthened interest in Indian goods. This would have been doubly good for the Queen. Her personal interest spread throughout her country, and the economic benefits increased. The government would have made a significant amount of money with the taxation of these items that were in high demand.

The imperial undertone was visible in the advertisement for Lipton Tea shown below. The caption in the banner showed the attitude of conquest as it stated, "Lipton's Teas Proclaimed Victorious Over All Others."⁶³ In the background, dutiful Indian workers were shown in the fields. This advertisement was a clear demonstration that the Queen's attempts at bringing India into the imperial family have been successful. This ad also showed the concept of cultural mobility, as well, since English factories are seen too. The management of these factories would have been reinforcing all of the same norms and expectations in India that were being spread by the Queen at home in Britain.

Another instance of the demand for Indian goods leads back to the Maharajah Duleep Singh. He wanted to return to India, but needed to raise funds. In order to pay for the voyage, he auctioned some of his possessions. *The Times*, dedicated a sizable article to the description of these goods. "There are a few handsome embroidered Cashmere carpets and coverlets, but these, again, are not at all of exceptional beauty, though, like everything Oriental in textile fabrics, their colours are well assorted and the design is excellent." Another description of dining service pieces read, "large dinner services and dessert services, some in Indian patterns, others of the ordinary English make."⁶⁴ For such thorough descriptions to be included in the paper, there must have been a significant public demand for these items.

There was more than just the exchange of goods which demonstrated the transfer of colonial knowledge. The Queen also tried to instill into her subjects an appreciation for art, architecture, and literature. *The Quiver* reported in 1898 that "The Queen-Empress takes the warmest interest in her Eastern Empire, and is an industrious student of Hindustani, and each day at the appointed hour, takes a lesson from the Munshi, her Indian secretary. She also keeps a diary in Hindustani. Of late years she has taken a great interest in Indian literature."⁶⁵ Another paper reported, "She shows her devotion to Indian art in various ways – by patronizing the embroidery, carpets, and gold and silver industries of every kind."⁶⁶ This article continued and described the Queen's interest in architecture, "Indian architecture is another of her hobbies.

57 "Ice Carnival' Bazaar at Windsor". *Hearth and Home an Illustrated Weekly Journal for Gentelwomen*. (London, England), Thursday, December 15, 1898; pg. 227; Issue 396. Gale Database (DX1901327389).

58 "Men and Women" *Daily Evening Bulletin* (San Francisco, California), Saturday, October 27, 1888; Issue 18. Gale Database (GT3001991766).

59 "Queen Victoria's Kindoos" *The Milwaukee Journal* (Milwaukee, Wisconsin) Wednesday, June 15, 1898; pg. 5. Gale Document (GT3010848473).

60 Warren, Arthur. "The German Empress" *The Woman at Home* (London, England); pg. 43. Gale Database (DX1901728077).

61 "Multiple Display Advertisements", *Myra's Journal of Dress and Fashion*, (London, England), Sunday, June 01, 1879, pg.8, Issue 6. Gale Database (DX1900864756).

62 "Just Received", *The Sporting Gazette and Agricultural Journal*, (London, England), Saturday, January 11, 1879, pg. 33, Issue 870. Gale Database (DX1901014462).

63 *Illustrated London News*, (London, England), Saturday, May 13, 1893; Issue 2821. Gale Database.

64 "The Maharajah Duleep Singh", *The Times*, (London, England), Friday, July 20, 1883, pg. 4, Issue 30877. Gale Database (CS68207860).

65 "The Favourite Queen's Authors" *The Quiver*. (London, England), January 1898. Proquest Document 3960293.

66 "Queen Victoria's Kindoos" *The Milwaukee Journal* (Milwaukee, Wisconsin) Wednesday, June 15, 1898; pg. 5. Gale Document (GT3010848473).

In evidence of this is a beautiful building adjoining her house at Osbourne, in the Isle of Wight, of exclusively Indian design which she had erected a few years ago by an Indian engineer, and in which her Oriental visitors are received and entertained when the court is at Osbourne. Li Hung Chang and the king of Siam were the last distinguished guests there.⁶⁷ She hired Indian artists and architects to keep her portrayal of India authentic in the eyes of her British subjects. Her subjects would follow this influence in many aspects of their lives. "English taste suddenly demanded different, exotic, global flavors and styles," wrote one historian.⁶⁸ The addition to the Osbourne House is of course the Durbar Room discussed in chapter one. The Queen's addition of such a room did inspire others to emulate her. Through this emulation an appreciation of Indian architecture was spread. An article describing other significant homes of England reported on this spread of Indian art.

Turning to the right from the hall, the most unique and exquisite feature of Bagshot House is reached. We are in a corridor leading to the billiard-room; but any one would imagine that a real bit of far-off India had been bodily transported into Surrey. Walls and ceiling are composed of the most finished work in light cedar; the characteristic curves of this gallery, lending themselves with facility to the designs executed at Lahore by Ram Singh, of the Mayo School of Art, the Indian artist who was responsible for the superb Durbar Room at Osbourne. Here he has surpassed his other efforts, and the effect of flowers, fruit, and quaint ornamentation carved in this fragrant wood is most charming.⁶⁹

Around the same time of the exhibitions, *The Penny Illustrated Paper* and *Illustrated Times* reported on Pramatha Nath, and Indian who wrote a book about India. The author of the article was very impressed with Nath's account on the matters of, "the Hindu civilization; religion, social conditions, domestic customs, and the industrial life of the Hindu population."⁷⁰ It continued, "He is so far from stirring up any antagonistic feeling in the minds of his countrymen, that it is understood he is likely to receive special honours from the Empress of India."⁷¹ While this event seems minor, as there were thousands of people who wrote thousands of book during Victoria's reign, the reason this one, and this article, stand out was because it showed the direct influence of the Queen. Even more, it showed the understanding her subjects had of her influence. In this case, the Queen was rewarding good behavior from her Indian subjects in order to inspire good behavior from more of them. The newspapers helped show this positive behavior to her British subjects which would have, in turn, gained her their respect as they saw their monarch intentionally making decisions for the betterment of the entire empire.

Due to the Queen's encouragement of Indian art and architecture many schools were established in Great Britain for British artists to learn Indian styles of design. One such school was the India House in London. Newspapers, such as *The Times*, advertised, "Only Indian artists of real ability will be chosen, and during their stay in England they will come into contact with British artists of established reputation, and will be accorded every facility for visiting public galleries and public collections."⁷² These schools were created, "In an effort to reinvigorate English design, art schools in England were encouraged to take Eastern designs and emulate them."⁷³

The Queen's actions, for the most part, were not criticized by her subjects because her actions subscribed to norms of the era. Occasionally, negative sentiment was seen in the newspaper reports. However, it rarely dealt with Karim specifically, Singh, or the Queen. Usually these reports reflected racism of the time or a lack of understanding of various aspects of Indian culture. However, there is still no mention of the question of gender. One newspaper stated, "The Munshi is eminently a grave man, for he is never seen to smile, and he regards everybody and everything with an apathetic indifference which is thoroughly Oriental."⁷⁴ This was not an accusation against the munshi, but against all people from Asia. However, a biography of the Queen contradicted this description of Karim's demeanor. "The Munshi, with whom her Majesty studied Hindustanee, was liked at Balmoral for his amiability of character."⁷⁵ When reports with a negative bias did emerge, other contemporary information demonstrated support.

Another paper referred to propriety based on religious norms. On a visit with the Queen to Nice, the paper reported, Karim and other Indian's "presence as Cimiez necessitated the erection of a special bungalow in the grounds of the Grand Hotel, as of course, their religious and caste prejudices make it necessary for them to live apart from Christians."⁷⁶ This referred, not to the English having a problem with the Indian servants, but the Indian servants having a problem with the English. Other than these two statements which posed a minor challenge to the claim that the British population was strongly supportive of the Queen's actions and the Indians living in Britain, there was no sign of the public being upset with the events of the latter part of the nineteenth century in regards to India in the metropolis.

Conclusion for Chapter Two

The Queen's fascination with India was well documented and was highly publicized in this last era of her reign. Newspapers, which have been previously neglected as resources, prove the dramatic

67 "Queen Victoria's Kindoos" *The Milwaukee Journal* (Milwaukee, Wisconsin) Wednesday, June 15, 1898; pg. 5. Gale Document (GT3010848473).

68 Nayar, *Colonial Voices*, 234.

69 Beavan, A. H. "The Historic Homes of England" *The English Illustrated Magazine*. (London, England), 1893, pgs 727-734. Proquest Database 3249454.

70 "British India", *The Penny Illustrated Paper and Illustrated Times*. (London, England), Saturday, May 25, 1895, Issue 1774. Gale Database (BA3207800698).

71 Ibid.

72 "Decoration of India House" *The Times* (London, England), Monday, November 12, 1928; pg 16; Issue 45048. Gale Document (CS270081900).

73 Nayar, *Colonial Voices*, 231.

74 "The Queen's Munshi".Pg 4.

75 Charles Morris, *The Life of Queen Victoria and the Story of Her Reign* (Philadelphia, United States; John C. Winston Co, 1901) 195.

76 *Bow Bells: A Magazine of General Literature and Art for Family Reading*, (London, United Kingdom), April 19, 1895, pg. 396. Proquest. (3206218).

extent of the Queen's intense interest in India. The variety of publications demonstrated the significance and magnitude of the global knowledge and acceptance of the Queen's activity. Her actions maintained the cultural and political power structures of Britain over India, monarch over her subjects, and a mothering ruler over her child-like subjects. Her interest in India spread throughout the population of Britain because they supported her actions.

The relationships with Singh and Karim were among the more well-known manifestation of this interest, but there were other examples as well. The addition of the Durbar Room to the Osborne Palace, the exhibitions that were held, and her study of Hindustani were all well-known events. Their happening was strongly supported by the British population who were able to read the newspapers and magazines. The commonality and recurrence of so many accounts of the Queen in connection to India, Karim, and Singh show the public wanted to read these stories. The newspapers complied with demand by printing what would sell as many copies as possible. The Queen's actions amplified their own interest, and the people of Britain began to purchase a variety of goods from India strongly linking the metropolis and periphery. By purchasing these goods the people of Great Britain were gaining understanding of the connections of peoples throughout the British Empire. Buying a shawl may have been the fashionable way to show that a person understood the connection between him or herself and the greater British Empire. Though the reason for the Queen's fascination is undeterminable, the impact of her fascination was culturally substantial and her British subjects' support for her was unwavering throughout the later portion of her lengthy reign.

Victoria's actions created knowledge for her subjects, shaping how they understood the British Empire and their places in it. The shopping habits, advertising methods, and popular entertainments of the time revolved around her interest. The public accepted and embraced her actions because she stayed within the social boundaries of the era. While Salisbury commented that the Queen had some intangible skill for understanding her subjects, she could have been using the papers as a measure of the acceptability of her actions. The Queen would have been aware of what was being printed in periodicals and would have adjusted her actions accordingly. It is unlikely that had the reports about Singh and Karim been overtly negative that Victoria would have continued behaving as she did. The papers were a gauge. Without the support from the news media her quest to link India and Great Britain would have been unattainable.

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Berrow's Worcester Journal

Birmingham Daily Post, (Birmingham, England)

Bow Bells: A Magazine of General Literature and Art for Family Reading, (London, United Kingdom)

The Bury and Norwich Post

Chums, (London, England)

The County Gentleman, Sporting Gazette, Agricultural Journal, and "The Man About Town"

The Eastern Counties Advertiser (Colchester, England)

The Era

The Essex Standard (Colchester, England)

Frank Leslie's Illustrated Newspaper

The Friend of India & Statesman, (Calcutta, India)

Fun, (London, England)

The Graphic

Hearth and Home: An Illustrated Weekly Journal for Gentlewomen

Horse and Hound: A Journal of Sport and Agriculture (London, England)

The Huddersfield Daily Chronicle, (West Yorkshire, England)

Illustrated London News, (London, England)

The Ladies Treasury: A Household Magazine, (London, England)

The Lady's Newspaper

The Ladies Treasury: A Household Magazine

LeFollet: Journal du Grand Monde, Fashion, Polite Literature, Beaux Arts &c.&c. (London, England)

The Labor Advocate

The Liverpool Mercury

Lloyd's Weekly Newspaper

The Londoner

The Morning Post (London, England)

Myra's Journal of Dress and Fashion, (London, England)

The Northern Echo (Darlington, England)

The Penny Illustrated Paper and Illustrated Times

Punch

The Quiver

Reynolds's Newspaper

The Sporting Times, (London, England)

The Sporting Gazette and Agricultural Journal, (London, England)

The Suffolk Standard

The Standard

Strand Magazine: An Illustrated Monthly

The Sunday Times

The Times

The West Suffolk Gazette (Colchester, England)

The Woman at Home

The York Herald

The Yorkshire Factory Times

American Periodicals

The Atchinson Daily Globe

Bangor Daily Whig and Courier

Bismarck Daily Tribune

The Daily Evening Bulletin (San Francisco, California)

The Daily Inter Ocean, (Chicago, Illinois)

The Daily Picayune, (New Orleans, Louisiana)

The Galveston Daily News

Georgia Weekly Telegraph and Georgia Journal & Messenger,
(Macon, Georgia)

The Milwaukee Sentinel, (Milwaukee, Wisconsin)

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Children and Adolescents' Attitudes Toward Seeking Professional Psychological Help

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Submitted in partial fulfillment of the requirements for the degree of Doctor of Psychology
in Clinical Psychology in the School of Arts and Sciences

La Salle University

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Abstract

While a relatively high number of children and adolescents experience mental health problems, only a small minority receive professional psychological help. The attitudes of children and adolescents toward seeking professional psychological help may be one barrier to seeking this help. This study used focus groups to examine children's and adolescents' attitudes towards seeking professional psychological help. Constant comparison analysis revealed several themes. Children lacked knowledge while adolescents demonstrated adequate knowledge of mental illness and therapy. Children and adolescents reported they would not seek help from psychologists, but had no concerns with others seeking such help. Adolescents, however, stated they would seek help if they were to experience a "serious mental illness." Numerous barriers to seeking professional psychological help were reported: youth cited confidentiality concerns and difficulty with interpersonal openness; adolescents additionally cited stigma and a preference for self-reliance; and female adolescents additionally cited judgment concerns. Lastly, children preferred receiving help from parents, teachers and guidance counselors; whereas, adolescents preferred friends or parents depending on the problem. Implications focus on enhancing children and adolescents' willingness to seek professional psychological help.

Performance Appraisal Meeting Fundamentals Project Documentation

MaryBeth Hallman
Master of Science in Instructional Technology Management
ITM 700 Capstone
La Salle University
Philadelphia, Pa.

Executive Summary

ARAMARK, a large global organization is undergoing a change in their performance management model. In the current model, a performance appraisal form documenting the employee's performance over the past 12 months is to be completed annually. In addition, a performance appraisal meeting should take place between the manager and employee to discuss what has been documented on the appraisal form and to establish performance goals for the coming year. This is currently viewed by management as an activity that needs to be completed just to check a box of completion rather than a tool to improve performance. The performance feedback that managers provide on the appraisal form is generic in nature and meetings to discuss performance rarely happen.

The company is gradually shifting to a pay for performance model. Once the new model is in place comprehensive written performance appraisals will need to be completed and meetings to discuss performance will be required to take place. Due to the size of the company (12 Lines of Business and approximately 255,000 employees globally), the new pay for performance model will be implemented gradually. The first line of business to use the new model will be K-12 Education.

Front line managers within the Education K-12 line of business (LOB), many who are new to management, have not been provided any training on the basics of performance appraisals. Many managers are afraid to facilitate the appraisal meeting not knowing what the employee's reaction will be to their assessment. To address this gap it is proposed that the front-line managers complete a 45-minute e-learning course, *Performance Appraisal Meeting Fundamentals*. The e-learning course will be designed to increase the front line manager's skill level with conducting appraisal meetings by familiarizing them with preparation techniques for the meeting and areas to be covered during the actual meeting. Using mini branching scenarios, it will also address skills and techniques for managing potential emotional responses from the appraisee.

Scope

The final deliverable for this project is One 45 minute e-learning course that will be accessible through ARAMARK's LMS. The course will include graphics and audio and will be created using Articulate Storyline.

The elements included in the *Performance Appraisal Meeting Fundamentals* e-learning module will be understood to meet

satisfactory quality when they are accepted and signed off by Erin D*****, Manager of T&OD and Tiffany E*****, Director of Organizational Effectiveness. Each requirement will be initialed by the members of the team and dated at the time of sign off. Every effort will be made to produce a top quality design and product within the time and budget stated in the project plan. Adherence to project requirements will follow ARAMARK specifications. This requires a sign off after the design phase, and story boards are complete. The project will be considered operational after all requirements are signed off during development and alpha and beta testing are complete.

Product Description

I. Course Title, Length and Description

- a. *Performance Appraisal Meeting Fundamentals*
- b. 45 minute e-learning course
- c. Course Description - This e-learning course will provide first-time managers with skills and techniques needed to facilitate a successful performance appraisal meeting. The course describes ways to prepare for appraisal meetings, addresses specific areas to be covered during the meeting, and provides steps and guidelines to ensure the meeting is effective.
- d. Scope: The course will cover:
 - i. Preparing for the performance appraisal meeting
 - ii. Conducting the performance appraisal meeting
 - iii. Managing emotional responses
 - iv. Setting performance goals for the upcoming year
 - v. Summarizing and ending the performance appraisal meeting

II. Overall Goals and Course Objectives

The overall goal of the course is to provide newly promoted managers within the Education K-12 line of business a structured approach to conducting performance appraisal meetings with each of their direct reports.

Module 1 Objectives: Prepare for the Performance Appraisal Meeting

1. Recognize the benefits of conducting an appraisal meeting
2. Identify the actions the manager should take to prepare themselves for the appraisal meeting
3. Describe the actions the manager should take to prepare the employee for the appraisal meeting

Module 2: Objectives: Conduct the Performance Appraisal Meeting

1. Describe the structure of the Performance Appraisal Meeting
2. Recognize the three components that make up an effective positive feedback statement
3. Apply the four step process to deliver constructive feedback

Module 3: Objectives: Manage Emotional Reactions

1. Identify common reasons emotional reactions occur during the performance appraisal meeting
2. Classify words and phrases that encourage and discourage emotional reactions
3. Determine the appropriate response to an emotional statement/reaction

III. Assessment Evaluation Approach

Quizzes and embedded assessments, including feedback will be used as tools to assess the learners understanding of the content. To assess how well the learner was able to apply the techniques learned in the course a level 3 survey will be included.

Cost Benefit Analysis

For a minimal investment of approximately \$5500.00 all managers within the Education K-12 line of business will be able to access on-line training on how to conduct a performance appraisal meeting. Although the course will initially be designed for the K-12 LOB, sections of the course can easily be modified to reflect performance criteria in other LOB's as well.

The cost of not creating an online course on the topic is that managers will receive no training on the skills and techniques needed to conduct an effective meeting. Managers site the reason they do not meet with their employees to discuss performance is due to their lack of knowledge in how to do it effectively. Although there are currently no reports of law suits filed against ARAMARK due to unfair appraisals it is something that should be considered as they move to the new pay-for-performance model.

Checklist for Subject Matter (Content) Experts

| SME Name | Contact Information |
|--|---------------------|
| Erin D***** Manager T&OD, Refreshment Services | -Erin@aramark.com |
| Marcy D***** Program Manager T&OD, Higher Education | -Marcia@aramark.com |
| Kim H***** Human Resource Director | -Kim@aramark.com |

The most effective way to provide instructional designers with content for an e-learning project is to think about it as a lesson you wish to teach. Do not worry about how you are going to teach it, just think about the subject and what is important for them to know.

1) Outline what content is important and in what order it might be presented.

a) Describe the appraisal process

i) Performance is formally reviewed on an annual basis using the performance appraisal form

ii) Managers should be keeping performance records updated throughout the year and not just when the appraisal form is due

iii) Managers should offer feedback and coaching to the employees throughout the year and not just at the appraisal meeting – the employee should not be “surprised” at the performance meeting

b) Benefits of appraising performance

i) Manager

(1) More engaged employees

(2) Better performance

ii) Employee

(1) Clear understanding of performance expectations

(2) Increase productivity

iii) Organization

(1) Provides record for possible promotion

(2) Demonstrates fairness in performance management practice

- c) Conducting the performance appraisal meeting
- i) Put the employee at ease
 - (1) Meet in neutral location
 - (2) Describe purpose of meeting
 - ii) Discuss performance
 - (1) Start with employee self-assessment
 - (2) Discuss what they are doing well
 - (3) Discuss areas for improvement in a non-judgmental way
 - (4) Set goals for the next year
 - d) How to deal with an emotional response during the appraisal meeting
- 2) List any prerequisites, knowledge or understandings or skills.
- Managers should be familiar with the annual performance review cycle in their line of business. Some LOB's review performance based on fiscal calendar and some on annual calendar. They should also be familiar with the review form in their LOB.
- *Please note: How to complete the review form in each LOB is out of scope for this project*
- 3) To illustrate the major points, existing ARAMARK ILT materials from different lines of business will be gathered. Within those materials examples and non-examples that may help to clarify the points are provided.
- 4) Prepare a list of case examples or real life activities that might help the learners get the main points.
- MaryBeth Hallman will create case examples and activities and verify with ARAMARK project team members that they are appropriate for instruction.
- 5) Supply any tests or assessments you currently use.
- MaryBeth Hallman will be responsible for tests and assessments used in the e-learning.
- 6) Supply any narration or text items that might help.
- a) Existing ILT courses and job aids will be gathered from the different lines of business. ARAMARK has given permission to use any applicable narration and text from those courses.

- 7) Behaviors you want the learners to be able to demonstrate
- a) How to deliver the appraisal – what verbiage should and/or shouldn't be used
 - b) How to reinforce good performance
 - c) How to provide constructive performance feedback - include specific performance that needs to improve and brainstorm ideas of how to improve it
- 8) Describe any concepts you need the learners to understand
- a) The performance appraisal, when facilitated correctly, contributes to better performance and employee engagement
 - b) Performance feedback should be provided throughout the year
 - c) The employee should never be surprised by information they hear in the appraisal meeting
- 9) At this time there are no special terms or vocabulary that will need to be addressed.
- 10) Are there any other sources (people, web sites, consultants) that might be helpful?
- a) Existing ILT courses and job aids have been gathered from the different lines of business.
- 11) Go back to your outline and write down any key points would tell your class if you were teaching this face to face. Write it like you were talking to the class. Do not worry about formatting.
- a) At this point it is not necessary to create a list of key points. Key points will be gathered from existing ILT materials.
- 12) If there are any specific assessment needs include those.
- ARAMARK has left it to the discretion of MaryBeth Hallman to create any necessary assessments for the e-learning module.

Letter of Intent

MBH Design
La Salle University
Instructional Technology Management
1900 West Olney Avenue
Philadelphia, PA 19141

ARAMARK Inc
1100 Market Street
Philadelphia, PA 19107

February 3, 2013

Letter of Intent for: ARAMARK Inc.

Dear ARAMARK,

This letter sets forth the terms of your agreement with MaryBeth Hallman (hereafter “MBH DESIGN”) to perform services and/or create materials in connection with the “Work” for you (hereafter the “Client”), your grantees and licensees.

1. Materials. In order to facilitate completion of the Work, the Client agrees to provide the following materials (the “Materials”) for inclusion in the Work by February 5, 2013:

- Electronic copy of previously developed ILT workshops
- Permission to use any content found in ILT classes including graphics, written text, scenarios and examples.

2. Delivery. MBH DESIGN agrees to deliver the Work to the Client according to the following schedule:

| Project Stage | Responsible Party | Target Date |
|--|---------------------|-------------------|
| Needs Assessment Findings | MBH DESIGN | February 8, 2013 |
| Review & Approval of Learning Objectives | MBH DESIGN, ARAMARK | February 15, 2013 |
| Storyboard | MBH DESIGN | March 8, 2013 |
| Review & Approval of Storyboard | MBH DESIGN, ARAMARK | March 11, 2013 |
| Alpha Review Prototype | MBH DESIGN | April 8, 2013 |
| Beta Review & Approval Prototype | MBH DESIGN, ARAMARK | April 15, 2013 |
| Final E-learning Module | MBH DESIGN | April 22, 2013 |

3. Compensation. MBH Design is performing the work pro bono as part of the Capstone requirement in Instructional Technology Management (ITM) at La Salle University.

The Work shall be considered complete when MBH DESIGN delivers the materials specified under **Delivery** above and is not contingent on their actual use on the LMS.

4. Future Rights/Royalties. All work and related content are intellectual property of ARAMARK Inc.

5. Advertising/Promotion. The Client authorizes MBH DESIGN to make reference to the Work in promoting its efforts and performance and to cite the Work in its advertising and promotions.

6. Confidentiality. Except as noted below under exceptions, MBH DESIGN agrees to treat all information provided by you in connection with this Letter Agreement and the Work, as proprietary and confidential, whether or not so identified, and shall not disclose the whole, or any part thereof, to any third parties, without your prior written consent.

Exceptions: In advancing the further development of the present product or the development of subsequent products directly based upon this work, MBH DESIGN may share with those it deems appropriate details of the Work or demonstrations of the product. MBH DESIGN shall make every effort to protect the Work from potential competitors.

7. Editing/Approvals/Changes. MBH DESIGN recognizes the importance of accuracy in the Work. The Client will be provided two opportunities to approve the content of the Work. The first of these will be considered to have been completed when you receive the alpha version of e-learning module. You will have one additional opportunity to make minor editorial changes in the content for each module: when you receive the beta version of a module. The deadline for submitting any such minor editorial changes for a module shall be 3 business days from the delivery of the alpha version of that module (see **Delivery** above). Changes shall be deemed to be “minor editorial changes” if they do not exceed 5% of the content (as determined by MBH DESIGN).

The Client will incur additional charges if you request changes that exceed 5% of the content or if you request changes after the specified second date for changes. MBH DESIGN will notify you in writing of such additional charges. These additional charges will be reflected in the final invoice and your signature below shall serve as your agreement to such charges. Changes above and beyond the 5% level or changes after the specified date may also cause MBH DESIGN to modify the delivery dates specified. If such a modification of delivery dates is required, MBH DESIGN will notify you in writing.

8. Termination. The Client may terminate this agreement by providing MBH DESIGN with a letter stating the reason for such termination. If the Client fails to deliver the Materials by the due dates specified above, MBH DESIGN may terminate this agreement by providing the Client with a letter stating that cause.

9. **Copyright and Use Restrictions.** You attest that any Materials supplies to MBH DESIGN, regardless of medium, shall be free of copyright or trademark infringement and that MBH DESIGN shall not, therefore, be held liable for any such infringement or violation, should such be subsequently discovered. In turn, MBH DESIGN attests that any materials it supplies in completion of the Work shall similarly be free of copyright or trademark infringement and that the Client shall not, therefore, be held liable for any such infringement or violation, should it be subsequently discovered.
10. **Warranties and Representations, Indemnity.** You warrant and represent that you have full right and power to enter into this Agreement; that you have rights to the Materials and that all necessary permissions and releases have been obtained by you prior to the use of those Materials; and that the Materials will not contain any libelous or otherwise unlawful material or violate any copyright or personal or proprietary right of any person or entity. You will defend any claim of breach of warranty and, if it is determined that you breached the warranties set forth herein, you will indemnify MBH DESIGN for any loss it may suffer as a result of such a breach. You acknowledge that the warranties and representations herein shall survive the termination of this agreement.
11. **Miscellaneous.** This Agreement sets forth the entire agreement and understanding between you and MBH DESIGN, and supersedes any prior agreements or understanding, whether oral or in writing. This Agreement and the rights and obligations of the parties shall be governed and construed under the laws of the State of Pennsylvania as if executed and fully performed therein. You may not assign or delegate your duties hereunder and any such purported assignment shall be void.

For: MBH DESIGN

By: _____

Name: MaryBeth Hallman Title: Instructional Designer

Agreed and accepted this 1 day of February, 2013.

For: ARAMARK, INC

By: _____

Name: Erin D***** Title: Manager, T&OD, Refreshment Services

Agreed and accepted this 1 day of February, 2013.

Needs Analysis Report

Submitted by: MaryBeth Hallman

ITM700

Date 2/5/13

Background

The Director of Organizational Effectiveness and the T&OD Manager within the K-12 Education line of business have requested an e-learning course be developed on how to conduct a performance appraisal meeting. The organization is currently undergoing a change to the performance management model and moving to a pay-for-performance approach. As a result, comprehensive written performance appraisals will need to be completed and meetings to discuss performance will be required to take place. Currently, appraisals are completed but do not contain substantial performance information and meetings to discuss performance with direct reports happen inconsistently. It is assumed that Front line managers, many who are new to management, have not been provided any training on the basics of performance appraisals.

The pay-for-performance model will be fully implemented in 2014. The performance appraisal process and forms are undergoing a redesign and will be completed within the next 12 months. The organization would like to begin training managers on how to facilitate a performance appraisal meeting since that course topic is not contingent on a specific performance management model or appraisal form.

Purpose

The purpose of the needs assessment is to determine if the inconsistency in conducting performance appraisal meetings is due to lack of training, experience of those involved, or some other factor.

Performance Needs Identified

To improve the effectiveness of performance appraisal meetings:

- Appraisal meetings between manager and employee need to take place annually, after the appraisal form has been completed but before employee pay increases have taken effect
- Meetings need to be scheduled in advance and planned for
- The purpose of the appraisal meeting needs to be clearly communicated
- Managers need to listen more than talk during the meeting
- Performance expectations need to be clearly communicated during the meeting
- Performance/Development goals for the coming year need to be discussed and agreed upon by manager and employee

Learning Needs Identified

To improve the effectiveness of the performance appraisal meeting Managers must be able to:

- Prepare for the appraisal meeting
- Discuss both positive and constructive performance feedback with employees
- Respond to emotional reactions during the meeting
- Identify performance/development goals for the coming year

Audience Profile/Learner Needs Identified

- Front-line Managers are typically new to management (less than 2 years managerial/supervisory experience)
- Typical ages range from 22 – 35; it's estimated that 65% are male and 35% are female
- Most work in fast-paced environments and work hours vary by function; some work 9 to 5 and some work shift work.
- They are not used to sitting in a classroom for any length of time
- All have daily access to computers and the internet at the client site
- They are receptive to training but have recently seen an increase in mandatory e-learning being assigned to them so there may be some resistance to one more class being added to the list

Data Gathering Methods

The following were used as information gathering tools for this assessment:

- Interviews with T&OD Directors and/or T&OD Managers from the following Lines of Business:
 - Business Dining
 - Refreshment Services
 - Education
 - Corrections
- Interviews with Front-line managers in the following Lines of Business:
 - Education
 - Business Dining
 - Refreshment Services
 - Sports & Entertainment

- Corporate

- Interview with Manager of Organizational Effectiveness
- Review of existing training material from the following Lines of Business:
 - Business Dining
 - Refreshment Services
 - Education
- Review of the Corporate Performance Management intranet site

Data Summary

The interviews were conducted utilizing mainly scripted questions that didn't vary greatly between the groups interviewed. The following questions provided the most revealing information:

What is the perception of the performance appraisal process within the organization?

All interviewees indicated that the performance appraisal process is not taken seriously in the field. Currently there is no central tracking system to identify if appraisals have been completed or if the performance appraisal feedback meetings are taking place between Managers and employees. The appraisal process and forms vary by line of business and it is up to regional HR in each LOB to track what has been completed. The common view was that Front line Managers did not understand the purpose of the appraisal process, the importance of completing the forms timely, or how the performance appraisal meeting can contribute to employee engagement and performance improvement.

How do Front-line managers learn about the performance appraisal process and how to conduct appraisal meetings?

Answers to this question varied by Line of Business. In the past some LOB's conducted VILT to discuss the process, some provided documents outlining the process on their intranet sites, some designed PPT decks and left it up to the regional HR professionals to deliver the training, some offered ILT.

A commonality between all the interviewees was that formal training has not been offered to Front-line managers within the past two years. Any training that is offered is voluntary and no training records exist to identify who has participated and who hasn't or if the training made an impact on performance.

Are performance appraisal meetings a normal part of the Performance Management process and are they done effectively?

Common answers included:

- Managers that came to ARAMARK with previous managerial experience are more likely to hold the performance appraisal

meeting. They have received training (elsewhere) on the importance of the process and understand how performance feedback can influence future performance.

- Most newly promoted Front-line Managers (FLM's) do not conduct the meeting. Appraisal forms are completed and signed by both the Manager and employee and handed into HR but the actual meeting to discuss performance does not take place.
- Many of the FLM's interviewed cited the following reasons for not holding the meetings:
 - Not feeling prepared to hold the meeting
 - Did not know what to discuss in the meeting
 - Were afraid of the employees reaction to negative performance feedback
 - Did not have the time to meet with all direct reports
 - Did not have an office to meet with the employees
 - Their managers did not hold performance feedback meetings with them so they didn't think they were important

What would help the Front-line Manager feel more prepared to conduct the performance appraisal meeting?

Interviewees all stated that some form of training (VITL, ILT, or e-learning) should be offered to all newly promoted Front-line Managers and that training content should be consistent across lines of business. Having an opportunity to practice the feedback conversation prior to the actual meeting was also recommended.

If training were to be developed on the topic of Performance Appraisal Meetings, what should it cover?

Common answers included:

- The purpose of the performance management process
- Why the performance appraisal meeting is important
- How to prepare for the performance appraisal meeting
- What should be discussed in the meeting
- How to deliver constructive feedback
- How to handle emotional reactions from employees in the meeting
- What happens next – how to begin preparing now for the performance appraisal next year

It was suggested that detailed training be developed on how to complete the appraisal form. Since the forms and process vary in each line of business it would be difficult to include that information at this time.

Review of Existing Training Materials

Training materials vary by Line of Business. The majority of the content is focused on the appraisal process within the LOB including due dates and forms to use. The appraisal meeting is mentioned as part of the appraisal process but there is no direction provided on how to successfully facilitate a performance feedback meeting.

Review of Corporate HR Intranet Site

The majority of the content contained on the Corporate HR Intranet Site is targeted to employees rather than the Front-line Manager. Content available includes an e-learning describing the current organizational competencies, a downloadable performance appraisal form and instructions on how to complete the form. Information targeted to Front-line Managers includes an e-learning on how to enter career development information in People Center software. Information on the performance appraisal process was not found.

Recommendations

Training Recommendations

- Design an e-learning course for newly promoted Front-Line Managers to prepare them to conduct a performance appraisal meeting. Although the content of the course is appropriate for managers within all lines of business it is recommended that the scenarios used to demonstrate the concepts be line of business specific. Initially the course will be designed for the Education K-12 LOB. Once designed, the course can then be modified to fit the specification within other LOB's. The course will be broken down into three separate modules ranging from 10 to 20 minutes in length.

Module 1 Objectives: Prepare for the Performance Appraisal Meeting

1. Recognize the benefits of conducting an appraisal meeting
2. Identify the actions the manager should take to prepare themselves for the appraisal meeting
3. Describe the actions the manager should take to prepare the employee for the appraisal meeting

Module 2: Objectives: Conduct the Performance Appraisal Meeting

1. Describe the structure of the Performance Appraisal Meeting

2. Recognize the three components that make up an effective positive feedback statement
3. Apply the four step process to deliver constructive feedback

Module 3: Objectives: Managing Emotional Reactions

1. Identify common reasons emotional reactions occur during the performance appraisal meeting
2. Classify words and phrases that encourage and discourage emotional reactions
3. Determine the appropriate response to an emotional statement/reaction

It is recommended the course be accessed through the company LMS and is assigned as required to all Education K-12 Front-line Managers with less than two years managerial experience. For all other Management positions within Education K-12 the course should be made available by searching within the LMS but does not need to be assigned.

Non-Training Recommendations

- Standardize the performance management process and forms across the Lines of Business to reduce confusion and encourage adherence to policy
- Create a central tracking or repository site for all performance appraisals
- Encourage District Managers to coach Front-line Managers on feedback skills
- Encourage FLM's and employees that do not have a neutral space to conduct the appraisal meeting to meet off-site. This may include reimbursing minor expenses.

Proof-of-Concept

1. Abstract.

The purpose of this document is to describe why MBH DESIGN believes that the design of the Performance Appraisal Essentials e-learning course will be successful in educating first-time managers, within the Education K-12 LOB of ARAMARK, in the best practices of performance appraisal meetings.

2. Learner characteristics.

Use the "Learner Characteristics" form below, or one of your own design to describe the important characteristics of your target audience.

| Item | Learner Characteristics |
|--------------------------------------|---|
| | |
| Age* | The majority of first time managers fall in the range of 20 – 35 years of age. Although the course will be targeted toward the first time manager it will be accessible to managers at all levels and age ranges within the Education K-12 Line of Business. |
| Educational level | All managers are required to have a high school diploma; some have undergraduate and graduate college degrees. |
| Reading level | Participants must be able to read and understand English at an 8 th grade level. |
| Motivation | <p>This course will be required for Front-line Managers within the Education K-12 LOB with less than 2 years of experience. Results from a focus group indicate that these managers want to improve their skill and want training however there has been a significant increase in the amount of required training they have been assigned in the last year so the timing of the assigned course will need to be taken into consideration.</p> <p>Although this course will not be required for managers with more than two years of managerial experience, it can be made accessible. For those participants who wish to take the course voluntarily they will need to be self-motivated to complete the course and put the practices learned into action.</p> |
| Prerequisite knowledge | <p>Managers should be familiar with the performance management review cycle and the required performance assessment forms within the Education K-12 LOB. In addition they should be familiar with the performance criteria the employees are evaluated on. Although this information will not be taught in the class it will be referenced in some scenarios.</p> <p>It is assumed that the learners have no prerequisite knowledge of how to conduct the appraisal meeting. Training on this topic has not been provided by ARAMARK in the past.</p> |
| Prerequisite skills | There are no prerequisite skills necessary. |
| Facility with a computer & the Web | All ARAMARK learning content is accessed using the LMS. Managers are familiar with how to access the LMS, search for and complete courses. |
| Access to computers and the Internet | Managers within the Education K-12 LOB will have access to computers and the internet during their workday at the client site. |
| Time availability | The LMS that will house the course is available via internet 24/7 to meet the availability of the participants. |

Other issues:

1. Need to allow for physical disabilities? No
2. More than one language required? Not at this time.
- * The reason for asking about age is that people of different ages have varying characteristics that may affect learning, such as attention span, time since last formal learning experience, attitude towards computers, and so on. Many organizations will be reluctant to disclose age information. In these cases, you may be able to get summary data.

3. Constraints.

Use the “Constraints” document below or one of your own design to describe the important constraints under which the final project will be developed.

Constraints: Hardware

| Computers: PC | Details and comments |
|----------------------|---|
| RAM: | |
| Monitor resolution: | Minimum requirements are 800 x 600. 1024 x 768 recommended. |
| Sound Card: | Required |
| Network: | |
| Processor: | 600 MHz minimum requirement (Pentium III) |
| Hard Drive capacity: | N/A – accessed through LMS |
| Modem speed: | High Speed Internet |

Constraints: Software

| | |
|---|--|
| Computers: PC | |
| Operating system, including release number: | N/A Any computer issued by ARA-MARK will be capable of accessing the LMS and running the course. |
| Browser, including version number: | Internet Explorer 6 and later, Google Chrome |
| Authoring system required: | N/A Course will be developed using Articulate. Participants viewing the class will not require any special software. |
| Testing system required: | N/A Any computer issued by ARA-MARK will be able to test the course. |
| Other: | |

Constraints: Timelines.

| | |
|---|--|
| Final deadline: | |
| Intermediate deadlines: (List all deadlines here, for both client and developer.) | |
| Deadline 1: February 8, 2013 | Delivery of Needs Assessment Findings |
| Deadline 2: February 15, 2013 | Review and Approval of Learning Objectives |
| Deadline 3: March 8, 2013 | Complete Storyboards |
| Deadline 4: March 11, 2013 | Review and Approval of Storyboards |
| Deadline 5: April 8, 2013 | Review of Prototype - Alpha |
| Deadline 6: April 15, 2013 | Review of Prototype - Beta |
| Deadline 7: April 22, 2013 | Final e-Learning module, Project Signoff |

Constraints: Client Responsibilities.

| | | |
|--|---|-----------------------------|
| Primary contact persons | | |
| Contract negotiation and legal: | Erin D***** | |
| Project coordination: | Erin D***** | |
| Subject-matter: (Name SME contacts, availability, and any other constraints.) | Erin D*****, Marcy D*****, Kim H***** | |
| Assets: (Such as video, audio, artwork). | | |
| Technical: (Hardware, networks, Web master). | Roxanna G*****, Director of Learning Services (LMS) | |
| Billing: | N/A | |
| Required actions: | | |
| Providing materials: (Scripts, assets, etc. Include persons responsible for doing and for sign-off.) | | |
| Item 1: Existing ILT courses, Sample performance evaluation forms, performance evaluation criteria | Marcy D*****, Erin ***** | |
| Item 2: LMS style guide | Roxanna G***** | |
| Item 3: | | |
| Item 4: | | |
| Required reviews and turn-around: (Include persons responsible for doing and for sign-off.) | Timeline | Person Responsible |
| Review 1: Approval/sign off of learning objectives | 3 Days | Erin D*****, Tiffany E***** |
| Review 2: Approval/sign off of storyboard | 3 Days | Erin D*****, Tiffany E***** |
| Review 3: Alpha review of prototype – provide feedback on edits necessary | 2 Days | Erin D*****, Tiffany E***** |
| Review 4: Beta review & sign off of prototype before final development | 2 Days | Erin D*****, Tiffany E***** |
| Review 5: Final project sign off | 1 Day | Erin D*****, Tiffany E***** |
| List required client actions with timelines: (For example, required reviews, turn-around times, sign-off requirements, and so on.) | | |
| Action 1: Provide feedback on learning objects | 3 Days | Erin D*****, Tiffany E***** |
| Action 2: Provide feedback and approval of storyboard | 3 Days | Erin D*****, Tiffany E***** |
| Action 3: Alpha review of prototype – provide feedback on edits necessary | 2 Days | Erin D*****, Tiffany E***** |
| Action 4: Beta review of prototype before final development | 2 Days | Erin D*****, Tiffany E***** |
| Action 5: Final project sign off | 1 Day | Erin D*****, Tiffany E***** |
| | | |
| Invoice payments: | | |
| Payment 1: | N/A | |
| Payment 2: | N/A | |

Constraints: Developer Responsibilities.

| | |
|---|--|
| Primary contact persons | |
| Project management: | MaryBeth Hallman |
| Billing: | N/A |
| Design: | MaryBeth Hallman |
| Content: | MaryBeth Hallman |
| Graphics and other assets: | MaryBeth Hallman |
| Implementation: | MaryBeth Hallman |
| Technical: | MaryBeth Hallman |
| Required Documents | |
| Design: | Project Summary, Learning Objectives, Storyboards developed by MBH |
| Interface: | Mockup provided by MBH |
| Script: | Storyboard provided by MBH |
| Database: | N/A |
| Deliverables (List all deliverables with dates.) | |
| Deliverable 1: 2/8/13 | Needs Assessment Findings |
| Deliverable 2: 2/15/13 | Learning Objectives |
| Deliverable 3: 3/8/13 | StoryBoards including Script |
| Deliverable 4: 4/8/13 | Prototype Alpha |
| Deliverable 5: 4/15/13 | Prototype Beta |
| Deliverable 6: 4/22/13 | Final |

4. Timesheet

The purpose of this timesheet is twofold. The first is to give you practice in keeping track of how much time you devote to a project, something that many people have not done. Second, it will give you firsthand knowledge of how much time it takes to design self-paced programs.

Each time you work on your final project, fill out the form. If you run out of space, just add some more rows.

| Date | Hours | Comments on how you spent your time |
|-------------|-------|---|
| 2/4 | 1.5 | Meeting with Client to discuss performance need |
| 2/5 – 2/7 | 8 | Conducting Needs Assessment & reporting results |
| 2/13 | 1.0 | Meeting with client to review learning objectives |
| 2/15 – 2/19 | 20.0 | StoryBoard module 1 |
| 2/20 – 2/25 | 20.0 | StoryBoard module 2 |
| 3/2 – 3/3 | 16.0 | Develop module 1 in Articulate Storyline |
| 3/16 – 3/17 | 16.0 | Develop module 2 in Articulate Storyline |
| 3/19 – 3/20 | | Client Review |
| 3/30 – 3/31 | 4.0 | Edits based on client review |
| | | |

VehiclePing Application Form

Marcel Holder
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This project was completed by Marcel Holder, '13 during the Summer 2013 under the guidance of Dr. Stephen Longo. The project was an implementation that is described below. The contents of this project are proprietary and access is restricted.

Project Description

“Vehicle Ping” (application name) provides a simple user interface that serves as a monitoring and preventative maintenance tool of the WLAN (Wireless Local Area Network) Access Point at a bus garage and for testing connectivity to wireless equipped vehicles.

The primary operation entails executing Ping (a pc network command used to test whether a particular host is reachable across an IP network) requests and capturing ping responses from wireless equipped vehicles. The results are saved in an integrated Microsoft SQL Compact Edition database and analyzed to get an idea of the effectiveness of the WLAN and its status (whether it is working or not working), and to identify vehicles that might have non-working wireless equipment (these are vehicles that continuously fail to respond ping request).

VehiclePing is a Windows form application built in C# using Visual Studio 2010. The application is comprised of seven class objects (see class diagram) and two flat tables, Default_Settings and Vehicle_Ping_Log that sit on Microsoft SQL Compact edition database. It is designed to interact with the wireless network of SEPTA's CARD (Computer Aided Radio Dispatch) system. This network uses private 10.x.x.x IP (Internet Protocol) addresses and is a separate network from SEPTA's primary network. Each vehicle in the fleet has a unique identifier number painted on its side that corresponds to the private IP address that is assigned to that vehicle. The private (10.x.x.x) network address that the Access Point works on was designed by the company that developed and built the CARD system. The Access Point is positioned in the fuel lane of each garage. The fuel lane is where vehicles refuel after the end of their service run and placement of the Access Point guarantees that each vehicle will be in wireless range at some point during the day.

The Silent Killer - A Review of Psychosocial Factors and Systems-Level Interventions that Address Hypertension in African American Men

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Abstract

African American men suffer from hypertension at higher rates than any other ethnic group regardless of age or sex. The studies suggest that psychosocial issues such as racial discrimination, quality of care, and access of healthcare (often lack of insurance) also play a vital role in uncontrolled hypertension among African American men. Although there is not just one approach to successfully addressing health behaviors related to African American men, there are some interventions that provide a successful strategy of community based education and support that have shown positive results. The outcomes of these studies indicate that more research is needed. The HHS has made a commitment to continue working at reducing racial and ethnic health disparities by creating the *National Stakeholder Strategy for Achieving Health Equity (National Stakeholder strategy)*. The HHS developed an action plan that integrates with policy and programs that are a part of the Affordable Care Act. In this manuscript I will examine studies that address African American men with hypertension and the factors that prevent them from addressing them. The results of these studies give hope that the HHS will make progress on eliminating the impact of hypertension in the African American population by collaborating on community-based interventions.

Keywords: Hypertension, African American men, Psychosocial

The Silent Killer – A Review of Psychosocial Factors and Systems-Level Interventions that Address Hypertension in African American Men

African Americans develop hypertension at far greater rates than any other ethnic group. In fact, hypertension is developed at an earlier age in African Americans than any other population and is usually more severe. The severity of hypertension in African Americans is known to cause organ damage and place individuals at risk for developing heart disease, kidney disease and strokes (CDC, 2011). According to the CDC (2011), African American men also bear the burden of psychosocial issues such as racial discrimination, quality of care and health insurance. These issues are contributing factors that cause uncontrolled hypertension. Psychosocial issues have affected African American men in ways that make it almost impossible for them to control their blood pressure.

Hypertension also known as high blood pressure is characterized as the force of blood pushing against the walls of the arteries (AHA, 2007). Blood is pumped into arteries via the heart. The arteries carry blood throughout the body. Blood pressure is the result of two causes of motion. The first cause takes place when the heart

pumps blood through the arteries through the circulatory system. The second cause of motion happens when the arteries resist blood flow (AHA, 2007).

Normal blood pressure is considered to be less than 120/80mmHg. The first number (120) is known as systolic pressure and occurs when the heart beats. The second number (80) is known as diastolic pressure and occurs when the heart is at rest between beats (AHA, 2007). Adults with a blood pressure reading of 140/90mm Hg or higher have high blood pressure which is known as hypertension (AHA, 2007)

Hypertension was listed as the primary or contributing cause of death for 348,000 Americans in 2009, or nearly 1,000 deaths a day. Hypertension was listed on death certificates as the primary cause of death of 62,000 Americans in 2009. In the United States, about 77.9 million (1 out of every 3) adults have hypertension (AHA, 2013). Data from NHANES (2007-10) showed that of those with hypertension, 82% are aware they have it, 75% are under current treatment, 53% have it controlled, and 48% do not have it controlled. Projections show that by 2030, prevalence of hypertension will increase 7% from 2013 estimates (AHA, 2013). Hypertension costs the nation almost 131 billion annually in direct medical expenses and 25 billion in lost productivity (Centers for Disease Control and Prevention (CDC), 2011). Individuals with hypertension are at risk for heart disease and stroke which are the first and third leading causes of death in the United States (CDC, 2011). Data from the American Heart Association (AHA) (2013) reported that about 69% of people who have a first heart attack, 77% who have a first stroke, and 74% who have congestive heart failure have hypertension.

Hypertension is called the “silent killer” (AHA, 2007). There are no symptoms associated with hypertension. Monitoring blood pressure is the only mechanism in place to detect hypertension (AHA, 2007). African Americans have a greater prevalence of hypertension related diseases such as stroke, heart attack, congestive heart failure, and kidney failure (AHA, 2007). Having one’s blood pressure checked regularly will increase awareness of hypertension treatment and reduce risk of death due to hypertension-related diseases (AHA, 2007).

Purpose Statement:

The purpose of this manuscript is to review the literature of psychosocial issues such as racial discrimination, quality of care, and health in African American men with hypertension. Researchers in the field of Public Health hypothesize that perceived discrimination is directly related to hypertension and that health behav-

iors are partially responsible for the association between the two (Sims, 2012). Other implications are that African American men are less likely to participate in preventive health care, furthering their chances of being at risk for heart disease and stroke. One significant factor in the disproportionate mortality and morbidity of AA men and hypertension is lack of health insurance: 25% of African American men are uninsured compared to 10% of white men (Bonhomme, 2011). Poor lifestyle choices and harmful environmental conditions are also contributing factors that cause AA men to have measurably poorer health outcomes (Bonhomme, 2011).

The U.S. Department of Health and Human Services' program Healthy People 2020 outlines steps that can be taken to promote health and prevent diseases like hypertension. High blood pressure control is a public health priority. The CDC has made efforts through state HDSP programs (State-Heart Disease and Stroke Prevention) to address high blood pressure control in this population. Eliminating health disparities among vulnerable populations is also a CDC priority and Healthy People 2020 goal (CDC, 2013).

Methods/Search Strategy

The literature review was structured to investigate contributing psychosocial risk factors associated with hypertension and African American men. Connelly Library data-bases (CINAHL, Summon, and ProQuest) were searched using keywords: "African American men," "hypertension," and "psychosocial factors". Articles eligible for inclusion in the literature review were published in the last five years (2008-2013) to review the most current research and most recent prevalence statistics. The search brought back 25 peer reviewed journal articles, of which 10 were used. The other 15 articles did not relate specifically to African American men and did not include psychosocial factors that are directly related to hypertension in African American men. A manual search of the retrieved articles was also done to search for articles that met the search criteria.

The US HHS, CDC and the AHA were instrumental in providing information and statistics about health disparities in the African American population.

Literature Review

African American men's knowledge, beliefs, and attitudes about hypertension have affected their health behaviors, perception of susceptibility to hypertension, and adherence to treatment (CDC, 2010). Older African American men who have lower socioeconomic status and lower education achievement are more likely to have beliefs about hypertension that are non-clinical. African American men who are older are also more likely to have difficulty believing they have hypertension when they do not have symptoms (CDC, 2010). (Contributing factor; Health Beliefs)

Low socioeconomic status plays a stronger role in hypertension among African American men compared to whites. Low socioeconomic status and lack of health insurance make it difficult for African American men to receive sufficient health care and early diagnosis and treatment of hypertension (Bonhomme, 2011; Heard,

2011). African American men diagnosed with hypertension and living in racially isolated communities are at a greater risk for poor health. Socioeconomic status is an important factor in the health status of African American men, however even after adjusting for this factor; hypertension rates are still considerably higher than any other group (Bonhomme, 2011; Heard, 2011; CDC, 2010). (Contributing factor: socioeconomic status and isolation)

Racism and hypertension have been found to be linked in several studies. Stress and low self-esteem are brought on by perceived racism, which can ultimately negatively affect blood pressure levels (Sims, 2012; Hammond, 2010; Bonhomme, 2011). The association between contact to discrimination and hypertension among African American men differ based on socioeconomic status. Professional African American men have greater social and economic resources and the ability to name and challenge discrimination. These have become protective factors for professional African American men (Sims, 2012; Hammond, 2010; Bonhomme, 2011; CDC, 2010). This behavior is described as John Henryism. Behaviors used to cope with psychosocial and environmental stressors that are demonstrated by African Americans determined to succeed in the face of obstacles are known as John Henryism (CDC, 2010). Among African American with low socio-economic status, those with higher John Henryism were found to have lower blood pressures than those with low John Henryism (CDC, 2010). Contributing factor: perceived racism and discrimination)

African American men also have a great mistrust for the health-care system and health professionals. Mistrust of the medical system has led to less use of medical services and medications among African Americans compared to whites. Lack of communication and lack of cultural competence can have damaging effects between providers and African American men (Hammond, 2010; CDC, 2010). (Contributing factor: Historical medical abuse of African American men, example: "Tuskegee Study of Untreated Syphilis in the Negro Male")

Control of hypertension can also be influenced by health insurance coverage.

The 2006 Population Survey Data (most recent available data) reports that African American men were more likely to be uninsured than their white counterparts (23% compared to 17%) and less likely to have private insurance coverage (54% compared to 70%). African American men are able to control their blood pressure successfully when they have health coverage. Unsuccessful control of blood pressure may also be due to lack of prescription drug coverage and access to hypertensive drugs (Hammond, 2010; CDC, 2010). Contributing factor: Access to healthcare because of lack of insurance coverage)

Hypertensive patients can adhere to their medication regimen better with good quality care. Successful hypertension control has been attributed to seeing the same health care provider. African American men with hypertension are less likely than white men to see the same health care provider (CDC, 2010). African American men who are compliant are more likely to report a more trusting, honest relationship with their primary care physician and that their physician was helpful in managing their treatment. Some essential components that are necessary for treating African

American men with hypertension include establishing good doctor-patient communication and trust, addressing possible racial disparities, and creating patient-centered interventions (CDC, 2010).

Discussion:

Poorer health outcomes in African American men have been associated with strength, independence, a reluctance to seek help, and denial of vulnerability (Sims, 2012; Bruce, 2011; Hammond, 2010; CDC, 2010). Regular doctor visits and treatment for illnesses are health seeking behaviors that are seen as expressions of helplessness or weakness in the African American community. African American men are more prone to view these behaviors as such due to the history of slavery, segregation, racism, and discrimination (Sims, 2012; Bruce, 2011; Hammond, 2010; CDC, 2010).

In order to fully understand the role and level of influence of psychosocial factors that affect health disparities, additional research is needed (Sims, 2010; Heard, 2011; CDC, 2010).

The increase in the mortality rates of heart disease and stroke associated with hypertension among African American men is evident by the growing disparities among this population. African American men suffer from hypertension at higher rates than any other ethnic group. Hypertension on average affects more men than women under 45 years of age and more women than men over 65 years and older (CDC, 2010).

Implications:

African American men are more likely to have hypertension and are more likely to be diagnosed by their primary care physician as having hypertension (CDC, 2010). Among adults 20 and older in the United States, 43% of African American men have hypertension compared to 33% of whites (AHA, 2013). . There has been a significant increase in the awareness of hypertension, treatment for hypertension and control of hypertension in African American men. During the years from 2007 to 2010, more than half of African American men were aware that they had hypertension. More than two thirds, (69%) were being treated, while only a small percentage (40%) had their hypertension under control. African Americans show better treatment and control of hypertension as they get older (AHA, 2013).

From 1999 to 2009 the death rate of hypertension increased 17%, and the actual number of deaths rose 44%. The overall death rate from hypertension was 18.5/ 100,000. The death rates for African American men (52%) showed an increase compared to white men (17%) and African American women (38%) during the years of 2007 to 2010 (AHA, 2013). . African American men and women as well as white men had lower rates of death due to hypertension related heart and cerebrovascular disease during the period from 1999 to 2009, however African American men remained highest among the three groups (AHA, 2013).

1. Public Health Practice Programs

The following programs on Africa American men and hypertension have contributed to a

reduction in hypertension. They include peer education, provide support within a social network, and include collaboration with healthcare providers. These programs demonstrate how community-based programs in a social context can work with health care providers in ways that would benefit African American men with hypertension (CDC, 2010).

The systems-level interventions *Can Barbers Cut Blood Pressure Too* and *Stroke, Hypertension and Prostate Education Intervention Team (Shape IT)* are related to hypertension control in African American men. The results of these interventions were divided into three categories; overall lessons, lessons on program participation by African American men, and lessons on cultural competency (CDC, 2010).

Overall lessons involved visibility, evaluation, resources, collaboration, and sustainability. Visibility builds trust with program participants and the community. Interventions that involve members of the community such as barbers, health educators, and members of faith based organizations should always include incentives for programs participants in order to maintain participation. A resource for follow-up care is a necessary for individuals who have been identified as having a health problem. Diabetes, obesity, and smoking are known risk factors for hypertension. Collaborating with programs focusing on these risk factors may increase the effectiveness of the intervention. These factors may build a stronger and better intervention, however, in order to sustain the intervention, community involvement is needed (CDC, 2010).

Program participation by African American men required family involvement, community member participation, peer to peer approach, convenience, tailored messages, and minority staff. Family involvement empowers African American men to be accountable for their own health. Soliciting prominent community members such as, faith leaders, barbers, health educators, and local celebrities inspire African American men to participate in health interventions. African American men are more likely to participate in groups, such as group blood pressure screening interventions rather than individual sessions. Making programs convenient is another way to have better program participation among African American men. Time is a barrier for African American men and programs should be considerate of work schedules. Tailoring the message for younger and older audiences is always a plus. Older men may listen to a message held at a place of worship. The younger audience is more likely to be interested in web-based education campaigns. Recruit and follow-up on young African American inner city men is a very difficult task; therefore having minority staff that is enthusiastic, energetic, and committed is vital to recruitment and retention (CDC, 2010).

Lessons on cultural competency included having culturally relevant program materials as well as the use of language familiar to members of the community. Representation of African American men should always be included in visual material (CDC, 2010).

2. Future Research

Bruce (2011) states that further research is needed to investigate how psychosocial factors (i.e., stress, depression, and anxiety) may influence the link between weight status and hypertension among African American men. More research is needed to state the

method through which extra weight and weight gain intensifies the development and progression of high blood pressure. A more subtle approach of the association among African American men and hypertension would help health care providers and professionals to create culturally specific programs and interventions aimed to help at-risk African American men to manage their environments and behaviors to reduce risks for hypertension.

Heard (2011) states that further research is needed to clarify the ways in which perceived stress/depression effect blood pressure. Understanding the possible ways requires more knowledge about the types of stress that fall under the category of perceived stress. This would enable researchers to evaluate how different stressors affect blood pressure. Different stressors may produce different types of outcomes.

Research was focused blood on pressure alone. Analyzing how perceived stress and depression affect other areas that is responsible for development of hypertension (such as pulse pressure) might be helpful (Heard, 2011). Evaluating certain lifestyle factors that influence blood pressure such as smoking, alcohol use, and weight could be helpful in analyzing perceived stress and depression and its effect on blood pressure (Heard, 2011).

3. Future Policy

The Affordable Care Act (ACA) (2014) addresses eliminating disparities that African Americans are now facing in their health and health care. The ACA will fight health disparities by investing in data collection and research about health disparities. Initiatives will be expanded to increase the racial and ethnic diversity of health care professionals and strengthen cultural competency training among health care providers (Whitehouse, 2012). The Act (2014) implements a strong focus on minority health by elevating the National Center on Minority Health and Health Disparities at the National Institutes of Health from a Center to a full Institute, reflecting an enhanced focus on minority health. The ACA will also codify into law the Office of Minority Health within the Department of Health and Human Services (HHS) and a network of minority health offices within HHS, to monitor health, health care trends, and quality of care among minority patients and evaluate the success of minority health programs and initiatives (Whitehouse, 2012).

Conclusion

Hypertension over the years has progressed in record numbers among African American men. Psychosocial issues such as lack of insurance, access to health care, lack of education, and low socioeconomic status have been implicated as causes and delays in treatment. However, the number of interventions, studies, and research on these issues has been insufficient and warrants continued efforts to address these health disparities. Programs and policies are being implemented to eliminate health disparities among this population through the National Partnership for Action to End Health Disparities (NPA). The NPA has created 'the *National Stakeholder Strategy for Achieving Health Equity* (National Stakeholder Strategy). It is a roadmap for eliminating health disparities through cooperative and strategic actions. Regional Blueprints for Action will align with the National Stakeholder Strategy to help

guide action at the local, state, and regional levels. Targeted initiatives will be organized by partners across the public and private sectors in support of the NPA. A second outcome is the HHS Action Plan to reduce Ethnic and Health Disparities, which was released together with the National Stakeholder Strategy. It outlines goals and actions HHS will take to reduce health disparities among racial and ethnic minorities. It builds on provisions of the Affordable Care Act. It will be used by HHS agencies to assess the impact of policies and programs on racial and ethnic disparities, and to promote integrated approaches, evidence-based programs and best practices to reduce these disparities." The HHS will work with local communities to eliminate these disparities and will decrease the disproportionate burdens of disease, disability, and premature deaths (White House, 2012).

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Access to Healthcare, Barriers, Experiences and Disease Perceptions of the Latino Undocumented - Diabetes Mellitus Population in Philadelphia

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Philadelphia, Pa.
Fall 2013

Abstract

Undocumented Latino immigrants (UIs) diagnosed with diabetes mellitus in Philadelphia are a highly vulnerable population due to the lack of social protection, fear of deportation, low educational levels, communication barriers, unfamiliarity with the U.S. healthcare system, and discrimination. The goal of this research proposal is to interpret data about diabetic UIs disease knowledge, barriers to access care and care practices. Using an interpretative phenomenological design, interviews, and observations will be used to collect data. A purposive sample of study participants will be recruited using word of mouth and snowballing methods at the Puentes de Salud clinic site, Saint Veronica and Saint Lawrence Catholic churches. Information obtained in this project may assist health professionals to design future programs to meet the specific needs of this community.

Access to Healthcare, Barriers, Experiences and Disease Perceptions of the Latino Undocumented- Diabetes Mellitus Population in Philadelphia

Chapter 1: Introduction

Phenomenon

The Centers for Disease Control and Prevention (CDC, 2008a) affirmed that in 2007, 24 million people in the United States, which represents 8% of the population, had diabetes mellitus. This number has tripled from 1980 to 2007 (CDC, 2008b). Latinos, the largest minority group in the United States, are almost twice as likely to have diabetes compared to non-Latino whites, with 11.1% of Latinos in the United States having diabetes compared to 6.4% of non-Latino whites. Mortality rates attributed to diabetes and high risk factors, such as high rates of obesity, lower levels of physical activity, hyperlipidemia, poor eating habits, gestational diabetes, and genetics, are also prevalent and contributing factors within the Latino Community (CDC, 2008a).

The Latino population expanded over 139% from 1990 to 2007 in Pennsylvania. (Pennsylvania Department of Health, 2007). This number does not officially include the illegal or undocumented population (UIs) because it is a phantom population. Camarota (2011) affirmed that the UI populations of the United States in 2008 was an average of 11 million people, and that in Pennsylvania, "There are perhaps 150,000 illegal immigrants". (p.1) In this regard, it is important to acknowledge that the UI population

includes a significant number of Latinos. Marshall, Urrutia-Rojas, Soto, and Coggin (2005) stated that 57% of the 11 million UIs in the country originally came from Mexico, with Central America making up 25%, and the rest coming from Asian and other countries. It is important to consider that Latino UIs likewise have an enormous risk of developing diabetes and are unlikely to seek help and treatment.

The UI population is in vulnerable state due to the lack of social protection, fear of deportation, low educational levels, communication barriers, transportation limitation, and discrimination. This problem is significant to health care because of the cost of diabetic care. The CDC (2008b) estimated that in 2007 the total cost of diabetes in the United States was 174 billion dollars, with the typical diabetic spending 2.3 times more on medical expenditures than their non-diabetic peers. Furthermore, Campos (2007) reported that "Hispanics have poorer glycemic control and more diabetic related complications than their non-Hispanic white peers" (as cited by Swan, 2010, p.6). Gusmano (2012) noted that UIs are not eligible for federal or state- level subsidized public health insurance programs, except emergent care. They mostly depend on safety-net providers, including public and not-for-profit hospitals, federally qualified community health centers, and immigrant health centers. Due to the restrictive number of such institutions, UIs have poor access to primary care and prevention; therefore, they target emergency departments for care which results in more expensive treatment and a greater expenditure of resources. In addition, UIs are poorly known and understood. Negative stigmas and discrimination exist, which contribute and act as deterrents to health care access. Cleaveland and Ihara (2012) found that undocumented Latinos were dissuaded from seeking care due to the excessive costs and lack of familiarity with the health care system. In addition, the authors determined that UIs were treated inconsiderately or hostility and that they believed that this treatment was a purposeful effort to discourage them from seeking help.

Purpose

The aim of this study will be to explore the undocumented diabetes mellitus patients' experiences with health care access in Philadelphia and to understand their disease perceptions from their cultural standpoint.

This qualitative study has 3 objectives:

1. Explore and describe the everyday experiences of Philadelphia undocumented immigrants that are living with diabetes mellitus.

2. Gain an understanding of the contextual, socio-cultural, educative, personal and structural factors influencing poor diabetes self-management behaviors and care-seeking experiences of undocumented illegal diabetics in Philadelphia.
3. To learn through their described experiences how health insurance and their lack of documentation affect their ability to access and obtain necessary medical care.

Specific Aims

To achieve positive outcomes on glycated hemoglobin (hgb A1C) levels and body mass index (BMI) improvement, disease knowledge, and access to health care is crucial. The Philadelphia Latino UIs population represents a highly vulnerable group with a great disadvantage due to their lack of health insurance, poverty level, low educational level, limited English language proficiency, fear of deportation, and discrimination, which, all combined, act as immense deterrents to the successful prevention and treatment of diabetes mellitus (Chavez, 2011; Cleaveland & Ihara, 2012; Marshall et al. 2005; Nandi et al., 2008). All of these factors make it imperative to increase the understanding of what is the experience of being a diabetic UI in Philadelphia. It is also vital to learn about the barriers that UIs encounter when trying to seek help and quality health care in Philadelphia. Cultural factors that produce reluctance to the use of medications or treatment and poor diabetic self-management behaviors should be also assessed.

Evolution

The literature shows that the Latino UI population has extreme susceptibility and an enormous risk to develop chronic diseases, such as diabetes mellitus. Most qualitative studies explored diabetes perceptions, beliefs, and practices of specific communities of Latinos, but very few of them target UIs. There was even more limited literature on the topic that included the Philadelphia, Pennsylvania area. The gap of this knowledge, the growing number of this population, and the alarming consequences and health care expenditures of diabetes mellitus are the rationale for this research proposal.

In 1985, The Emergency Medical Treatment and Active Labor Act (EMTALA) enacted hospitals to assess and treat people in emergent circumstances regardless of their citizenship status until they are clinically stabilized. This enactment is still functioning and has caused great controversy on its applicability. Later, the *Personal Responsibility and Work Opportunity Reconciliation Act* (PRWORA), which took effect in 1996, imposed strict requirements for primary health care eligibility. It averted immigrants from accessing any kind of federal benefits until after they have obtained legal permanent residency during five years. In addition, the Deficit Reduction Act, which was issued in 2005, forces all those applying for or renewing Medicaid benefits to provide proof of identity and U.S. citizenship (Gusmano, 2012).

It is common knowledge that the Patient Protection and Affordable Care Act (PPACA), which was issued in 2010, is attempting to make insurance more reasonably priced. This act will greatly benefit legal immigrants but, unfortunately, UIs are disregarded in

the new law. UIs are denied PPACA subsidizations and, further, they are still prohibited from participating in federal or state health insurance exchanges (Gusmano, 2012).

Upon the examination of specific individuals within this community, researchers have come face-to-face with the harsh realities of their health care options. This particular researcher has had multiple personal interactions with Latino UIs and has witnessed despair, fear, impotence, and frustration when confronting health issues and access to care. On more than one occasion, this researcher has served as a translator and mediator attempting to obtain health care services for UIs. Volunteer work for Puentes de Salud in Philadelphia, which is a nonprofit organization that promotes the health and wellness of South Philadelphia's Latino immigrant population, has been done.

This researcher has obtained a close picture of managing health care with restricted resources and has witnessed the great need of supporting this vulnerable population. For instance, this investigator educated some diabetic patients on the importance of monitoring blood sugar levels daily along with the importance of increasing fresh fruit and vegetable consumption. A trip to a local pharmacy took place to help them become familiar with Accu-check machines and strips. Disappointment and frustration were observed when UIs realized that, without insurance, just one bottle of 30 strips cost \$115, not including the machine, which cost \$37. In addition, regular checkups with a physician cost them at least \$100 per visit without counting prescription medicines. One of them replied, "This is impossible earning \$300 a week" (E. Garcia, personal communication, November 3, 2010). When visiting specific immigrant friendly clinics such as Maria de los Santos in Northeast Philadelphia, Puentes de Salud in South Philadelphia, and Norristown Health Care Center, one of them stated "It is so inconvenient due to the distance and the hours; you have to request permission from work, not being paid that day, and stay all day there to be seen, plus you still have to pay a significant amount" (L. Tellez, personal communication, March 7, 2013).

Nandi et al. (2008) found that the more proficiency when using the U.S. health care system, the more access to social resources and the more health commitment of UIs are linked with greater admission to proper health care services. By assessing the Philadelphia UIs knowledge of diabetes mellitus prevention and treatment, their perceived barriers to health care access, along with the cultural factors and acculturation issues that influence poor diabetes self-management behaviors, this research proposal will contribute in providing critical information to develop community intervention plans that help the early screening of diabetes and the prevention of complications among undocumented immigrants in Philadelphia. This is the reason why this topic is greatly relevant to nursing. In addition, by disclosing the undocumented population realities and vulnerabilities and by advocating towards official access to care and social resources, this research proposal will support Healthy People 2020's objective of minimizing health care disparities, and their overall promotion of better health.

Chapter 2: Literature Review

A review of the literature on the undocumented population knowledge, perceptions, and self-management of diabetes mellitus, along with constraints to access to care, was analyzed and will be discussed. The literature search was performed using the PubMed, ERIC, CINAHL, Google Scholar, and MEDLINE databases. The keywords used were: illegal, undocumented Latino/Hispanic, diabetes type 2, Philadelphia, Pennsylvania, access to care, behaviors, and perceptions, beliefs, barriers, health care, and public cost. A total of 103 articles were found. After the scanning topics and analysis of the abstracts, the most relevant studies are discussed in the following literature review.

Research philosophical basis

This research proposal will be conducted using a hermeneutic interpretive phenomenological approach (Heidegger, 2008). The main ontological goal of this methodology is to increase understanding of shared meanings for people with similar experiences, rather than the epistemological goal to theorize, generalize or predict causal relationships (Koch, 1995).

Theoretical Literature

To acknowledge the Latino's perceptions of diabetes mellitus, Hatcher and Whittemore (2007) developed an integrative review of literature and found that, even though perceptual inconsistency existed among Latino subgroups, there was generally an evident comprehension of the etiology of diabetes and a tendency to integrate biomedical and traditional folk causes of the disease with religious beliefs. However, the authors found that there was a persistent negative attitude toward the use of insulin in treating diabetes mellitus.

To support the issue of needed access to healthcare for undocumented immigrants, literature in the form of a resolution was obtained from the American Nurses Association (ANA). In this resolution, the ANA argued why undocumented immigrants should be given government access to care, stating the premise that "health care is a basic human right for all people" (ANA, 2010, para 2). This, in turn, leads the ANA to urge nurses to act as advocates for all immigrants to obtain affordable care, assess immigrants' health needs, assist all immigrant families to access available resources within the community for health care, and ensure that health facilities are providing culturally competent care. This will make health care more accessible to all immigrants (ANA, 2010).

Empirical Literature

Rosal et al. (2005) conducted a pilot study that attempted to evaluate the possibility of directing a randomized clinical trial of a self-control intervention to ameliorate metabolic self-management in low-income Latinos with diabetes mellitus. In addition, the authors wanted to obtain preliminary data on the potential intervention results. The study participants were recruited from a Community Health Center (CHC), which was an elderly health service affiliated with the CHC. This center was located in a large

metropolitan area in western Massachusetts. The North End Outreach Network community-wide database was also used for these purposes. The enrollment included 25 patients; 10 were placed in the control group and 15 in the intervention group. Assessments were established at baseline: 3 months and 6 months after the randomization. The independent variables involved 10 group sessions that focused on the delivery of diabetes knowledge, encouragement of attitude changes, and self-management skills through culturally-specific and literacy-sensitive strategies. The dependent variables were measured and detailed by physiological variables such as the percentage of change in Hgb A1c, cholesterol levels, and BMI. Behavioral variables were determined by dietary intake, physical activity, and blood glucose self-monitoring. Psychosocial variables were measured by quality of life, depression rates, and pharmacologic compliance.

Rosal et al. (2005) declared that the participants revealed high adherence to intervention activities. The Group by Time interaction ($p = 0.02$) indicated group variances in Hgb A1C over time. The average Hgb A1C decrease at 3 months for the intervention group was -0.8% [95% confidence intervals, -1.1% , -0.5%] compared with the change in the control group ($p = 0.02$) (Rosal et al., 2005). The decreased effects of the intervention group were persistently important, after 6 months -0.85% [95% confidence intervals, -1.2% , -0.5%], and its results were contrasted with the control group ($p = 0.005$). The authors reported an increase in physical activity in the intervention group as compared to that of the control group ($p = 0.11$) (Rosal et al., 2005), and a slight rise in blood glucose self-monitoring in the intervention participants, but not the control participants.

Limitations of this study included the small sample enrolled and the greater number of women compared to men in the sample. On the other hand, the interventions were intended to accommodate the cultural and preference patterns of Puerto Ricans; therefore, the study findings may not be generalizable to other Latino subgroups. In addition, the authors acknowledged that this study is limited in its ability to standardize the degree to which the intervention effect observed on Hgb A1C was the result of improved self-management behaviors. The reason why this study was chosen, even though it was published in 2005, is because it is one of the few that provides statistical evidence of the potential positive outcomes of an educative intervention targeting low-income Latinos.

Marshall et al. (2005) developed a descriptive cross-sectional study with the purpose of examining socio-demographic, migration, health status, and access to health care characteristics of documented and undocumented immigrant Latino women in North Texas. Secondary data were used. Out of the total 197 immigrants examined, 115 were documented and 80 were undocumented. The recruitment took place in several locations where Latinos would gather, such as flea markets, laundromats, shopping centers, and churches. A questionnaire adapted from several existing surveys was used as intervention for gathering data. Some of these surveys included the Community Tracking/Household Survey, National Health Interview Survey, Consumer Assessment of Health Plans Study, Getting Behind the Numbers, National Survey of America's families, Medical Expenditure Panel Survey, and the Survey of Family Health Experiences. The interviews were face-to-face.

The results evidenced that undocumented women (91.1%) were less likely to have health insurance and a regular health care provider compared to the documented population (58.3%) ($p < 0.001$), (Marshall et al., 2005). At the same time, undocumented women portrayed extreme vulnerability due to language barriers (<5 % of UIs spoke English), lower education, and income. Contrary to the general public's perception that UIs abuse social and public services, this study indicates that they declared very low use of public assistance due to distrust and fear. Data were not shown in the study. This study was valuable because it provided contrasting findings between the documented and undocumented female Latino population. Results are predictive of proactive measures to grant UIs access to care. Limitations of this study included self-reported data, which were not validated by health care professionals, and the use of a non-randomized sample, which interferes with the generalization of its results.

Nandi et al. (2008) developed a cross-sectional descriptive study that analyzed the access and the use of health care services among Mexican undocumented immigrants who were residing in New York City in 2004. The research obtained 431 study respondents who were recruited from the 12 neighborhoods with the highest numbers of Mexicans in New York City. The Behavioral Model for Vulnerable Populations was used to frame the 25-minute interviews that were conducted. Nandi et al. (2008) used multivariate models for the analysis of their study and found that there was a link between owning health insurance and being in the presence of others in a home ($p < 0.01$), with social support ($p = 0.02$), living on higher salaries ($p < 0.01$), and being more linguistically acculturated to the English language ($p < 0.01$). The association with access to a regular health care provider was determined if the immigrants were females ($p < 0.01$), had less children, established as residents before 1997 ($p < 0.01$), had higher levels of formal salary ($p = 0.01$); possessed health insurance coverage ($p < 0.01$), had greater social support ($p = 0.01$), and denied discrimination ($p = 0.02$). Finally, higher levels of education ($p < 0.01$), greater amounts of formal income, and poor health ($p < 0.01$) were connected with emergency department care.

Nandi et al. (2008) provided important demographic, economic, and social determinants of access to care for UIs. Limitations to this study were the utilization of venue-based sampling to gather participants; therefore, the investigators were not able to calculate a response rate. In addition, the authors acknowledged that, the cross-sectional design of the survey did not assess temporal changes in the ability of undocumented immigrants to access health services. Lastly, the results were based on Mexicans in New York City and cannot be generalized to other populations and other states.

Cabassa, Hansen, Palinkas, and Ell (2008) directed a qualitative study with an analytical approach using the Grounded Theory methods. The authors obtained 19 participants. The Latino participants were selected from a randomized controlled trial in Los Angeles, California, which tested the effectiveness of health services quality improvement intervention. The purpose of this study was to evaluate and explain models of depression for Latinos, assess their perception on the relationship between diabetes and depression, and to analyze their depression treatment experiences. Focus groups and 10 semi-structured qualitative interviews were developed. Themes that were explored were the explanatory mod-

els of depression, perceived link between diabetes and depression, and depression treatment and experiences.

The authors found that a positive correlation existed between diabetes and depression. For Latinos, diabetes was an important contributory factor of depression, and diabetes relates to depression by generating fatigue, anhedonia, and reduced activity. At the same time, the study described that anxiety, despair, and social stressors are somatized on symptoms, such as headaches, chest pain, shortness of breath, fear, irritability, depression, worries, and loss of control. The evaluation of depression treatment experiences showed Latinos' fears of addiction and negative stigmas about psychotropic medications. Somatization specifics that could be used as a diagnosing guide, and the highlight of the reciprocal relationship between diabetes and depression was valuable in this study. Limitations included the fact that results could not be generalized because the participants were mostly foreign-born Mexican females; therefore, results may not accurately portray the illness and treatment experiences of Hispanic males, U.S.-born Mexicans, and other Hispanic subgroups. In addition, the overestimation of knowledge of diseases due to the use of a clinical sample was also a concern.

Swan (2010) directed a qualitative descriptive study that used two focus groups at the Clinic Puentes de Salud in South Philadelphia. This research study explored the knowledge, beliefs, and health practices of Mexicans with diabetes type 2 who were receiving primary care at the Clinic Puentes de Salud. A total of 12 patients participated in two focus groups. Patients were categorized by A1C levels. The uncontrolled Hgb A1C level group had eight participants, and four participated in the controlled group. Major themes included factors that mediated disease management, life changes, causes, symptoms, and reactions to diagnosis. The results revealed that the control group participants expressed having initially reacted with fear and depression. In the uncontrolled group, only two people reported having negatively reacted to their diagnosis. In other words, the uncontrolled group expressed slightly more denial and less fear than those in the control group. This study also found that Latinos closely link diabetes with depression. Furthermore, for Latinos, life changes focused on dietary changes more than preventive screening or treatment measures. The study remarked that food is highly important to the Latino culture and that patients encountered enormous difficulty trying to accommodate diabetic dietary restrictions, which are congruent with food and traditional gatherings. Swan (2010) suggested that a male's sense of "machismo," along with the social stigma of diabetes mellitus, directly related to feeling of denial associated with this problem. Not only is denial a common feeling associated with diabetes mellitus, it also serves as a barrier to seeking help and improving one's life. Other barriers included work, dietary changes, not taking medications, poor provider communication, cultural beliefs, friends and family, new environment, finances, and not checking glucose. The greatest barrier of all, however, was simply a lack of knowledge regarding diabetes mellitus.

This study is valuable because it is one of the few that provided data of diabetes perceptions among Latinos in South Philadelphia and suggested the strong need for awareness about this disease since a lack of knowledge is so common. Swan (2010), most remarkable study limitation was the small sample of participants. Swan noted that Hgb A1C levels just portray the immediate last 3 months of

glucose levels, and there is no accuracy beyond this point. Lastly, the study was conducted and results analyzed by non-Hispanic researchers, which makes it vulnerable to mistranslations.

Chavez (2011) completed a descriptive study that reviewed the medical care consumption of undocumented Latino immigrants in Orange County, California. The author compared the results to Latino legal immigrants and citizens and non-Latino whites. Data were obtained through a random sample, telephone survey of 794 Latinos (30.4% UI; 25.8% legal permanent residents; 14.6% were naturalized citizens and 29.2% were U.S. born citizens) and 396 non-Hispanic whites in 2006. Telephone interviews that were monitored by Interviewing Services of America (ISA) were chosen as the study intervention. The results of the study showed that undocumented immigrants (54.8%) were significantly less likely than other Latinos to have pursued medical care in the year 2005 ($p < 0.001$). The majority of Latino legal permanent residents (67.8%), naturalized citizens (78.4%), and U.S.-born Latinos (79.3%) sought medical care. Another difference that the author found is that undocumented immigrants were expected to visit private doctor's offices, outpatient clinics, hospitals, health centers and clinics more often than U.S. citizens. Chavez stated that visits to hospital emergency rooms accounted for 6.9% of those seeking medical care in the year 2005, and this number represented about the same proportion as U.S.-born citizen Latinos. The author explained that from the nine undocumented people in the sample that visited the ER in 2005, 77.8% had medical insurance. This is about the same quantity of the 22 U.S.-born citizens (77.3%) who had insurance. Finally, Chavez (2011) affirmed that 29.2% of undocumented Latinos used private doctors and stated that this number was a reflection of the ability to pay private doctors with cash avoiding financial and immigration questioning. Limitations of this study included the inability to determine cost of care expenses among undocumented immigrants that it is a telephone survey study, and it was developed in Orange County. The study might not be representative of all undocumented Latinos in the country.

Cleaveland and Ihara (2012) developed a qualitative descriptive study of Latino Immigrant experiences when seeking health care services while a law enforcement ordinance, similar to Arizona's SB 1070, was in effect in William County Virginia in 2007. The purpose of this study was to establish if undocumented immigrants had access to care and to describe their experiences with health care providers. The numbers of participants were 57 and the data were gathered through semi-structured interviews. The neighborhood used to obtain the data was not disclosed to protect UI identities. The results revealed that undocumented immigrants were discouraged from seeking care due to the high costs of service involved and their unfamiliarity with the American health care system. In addition, the perception of hostile and insensible treatment from the part of the health care providers was also significantly reported. This is an important document because it provides evidence of the circumstances that deter undocumented immigrants from seeking care. The major limitations of this study were finding a location for interviews and establishing trust because they feared law enforcement. Some UI consented to be interviewed in parks.

Chaufan, Constantino, and Davis (2012) developed a qualitative descriptive study that analyzed the social factors that contributed

to diabetes in a Latino, low-income, and immigrant neighborhood in a city in Northern California. The authors conducted focus groups and semi-structured interviews of staff and clients at a local nongovernmental organization. This sample was obtained conveniently and included 15 people. Special emphasis was put on the assessment of food environments. The investigators established that structural restrictions existed to healthy eating such as the high costs of healthy foods and the inconvenience and cost of transportation to well-supplied food stores, which also conflicted with the UIs' working hours since most of them hold two or three jobs. In addition, other restrictions included eligibility requirements to food assistance related to immigration status because most assistance requires proof of residency or citizenship, and insufficient informal food assistance in places such as churches, which could not warranty quantity or quality of foods. Furthermore, communication barriers, low paying work conditions, and poverty were factors which usually forced UIs having to choose between competing basic needs. Chaufan et al. (2012) concluded by declaring that effective health education and lifestyle interventions alone will not decrease the diabetes pandemic. Addressing the prevention of diabetes required the modification of public policies might guarantee basic needs including access to healthy food and access to health care. The major limitation of this study was the small sample size and its non-randomization process.

O'Brien, Davey, Alos, and Whitaker (2013) conducted a cross-sectional study that compared the prevalence of diabetes-related behaviors in Latina and non-Latina patients. They used data from the 2009 California Health Interview Survey. California was chosen due to the significant numbers of Latino population who live in the area. The hypothesis used was that Latina ethnicity would be associated with less healthy dietary and physical activity behaviors compared to non-Latina ethnicities. The authors compared self-reported diabetes-related behaviors of Latinas ($n = 4,321$) to non-Latinas ($n = 21,112$). Six behaviors were evaluated: walking, performing moderate to vigorous physical activity, and consuming fried potatoes, sugar-sweetened beverages (SSBs), desserts, and fast food. The analysis used multivariate models that were adjusted for age, income, education, marital status, health status, smoking, and acculturation. Results revealed that Latinas had a higher risk (Odds Ratio [95%CI]) of being in the least healthy tertile for the consumption of fast food (1.94 [CI1.63–2.31]), SSBs (1.53 [CI 1.29–1.82]), fried potatoes (1.32 [CI1.18–1.67]), and lower risk for desserts (0.82 [0.70–0.95]). Latinas and non-Latinas had similar physical activity levels.

O'Brien et al. (2013) concluded the study by suggesting that interventions to target the consumption of fast food and SSBs in Latinas are imperative to the prevention of diabetes mellitus. The authors suggested that future research should assess the social context of this behavior and develop strategies to incorporate messages about reducing SSBs and fast food consumption into clinical meetings and community-based diabetes mellitus prevention programs targeting Latinas.

Summary

Undocumented Latino immigrants are a highly vulnerable population due to the lack of social protection, fear of deportation, low educational levels, communication barriers, transportation

limitations, unfamiliarity with the US healthcare system, and discrimination (Chavez, 2011; Cleaveland & Ihara, 2012; Marshall et al. 2005; Nandi et al., 2008). Effective health education and lifestyle interventions alone will not decrease the diabetes mellitus problem. Addressing the prevention of diabetes type 2 involves changes in public policies, which could guarantee basic needs that include healthy food choices and accessibility to food and health care. (Chaufan et al., 2012; O'Brien et al., 2013; Swan, 2010).

Chapter 3: Method of Inquiry

Research design

Interpretive phenomenology was the chosen qualitative design for this research proposal.

This design will be framed by Martin Heidegger who recognized ontology, the science of being, as his knowledge theory (Lopez & Willis, 2004). He developed interpretive phenomenology by extending hermeneutics, which is the philosophy of interpretation. Hermeneutics goes beyond the description or core concepts of the experience, and also seeks meanings that are embedded in everyday occurrences (Lopes & Willis, 2004). Dahlberg, Drew, and Nystrom (2008) stated that Heidegger believed that it was impossible to negate our experiences related to the phenomenon under study, for he believed personal awareness was inherent to phenomenological research:

He rejected understanding how we know as humans, but accepted knowing as what it means to be. Heidegger asserted that human existence is a more fundamental notion than human consciousness and human knowledge. His philosophy makes it clear that the essence of human understanding is hermeneutic, that is, our understanding of the everyday world is derived from our interpretation of it. (Dahlberg, Drew, and Nystrom, 2008. p37).

By attending to the undocumented immigrants' life stories and health care perspectives, health care providers will comprehend the implications of being an undocumented, uninsured patient. Through phenomenology, the researcher will interpret diabetic UIs' personal narratives of their daily social struggles and reveal concerns, meanings, and assumptions. In other words, this approach will let the researcher reveal the meanings of the phenomenon with the purpose of understanding the human experience of diabetic UIs in Philadelphia. Heidegger supported the use of phenomenology when an in-depth understanding is needed of a complex process.

Interviews will be used as the main data source. In addition, participant observation, expert consensus, and observation notes will be obtained. Interviews will be digitally recorded and will use semi-structured interviewing and open-ended questions. A short demographic survey will denote the subject profile and be provided on the day of the interview. Throughout the interview process, vocal intonations, physical expressions, and gestures that might not be audible in the recorded interview will be included in the observation notes, and they then will be integrated into the transcribed narrative texts.

Sample and Setting

Puentes de Salud (Bridges of Health) is a low-cost, non-profit clinic located in South Philadelphia. The clinic was founded in 2004 to address the lack of culturally appropriate health services in the rapidly growing Mexican community. The clinic's mission is to "promote the well-being of Philadelphia's Latinos through low-cost, high-quality health care, community development, and innovative education programs which reflect evolving partnerships among individuals, community organizations, and academic institutions" (Puentes de Salud, 2013, para. 3). This clinic uses volunteer physicians, nurses, and health professional students to provide clinical care for the patients and the surrounding community. Most patients are Latinos living in Philadelphia. The clinic provides low-cost ambulatory adult, women's and pediatric primary medical care. Behavioral health, laboratory, and dental care are also included in its services. In order to be seen, patients arrive at least 4 hours prior to the opening of the clinic. Anette Silva Puentes, Community Nurse Liaison; Steven Larson, MD, Co-founder, Executive Director; and Matthew O'Brien, MD, MS, Co-founder, Medical Director, will be the contact links to get approval and access to the clinic.

A purposive sample of study participants will be recruited using word of mouth and snowballing methods beginning at the Puentes de Salud clinic site. A minimum of 20 participants will be recruited. Recruitment will be extended to two Catholic Church communities known for their large Latino Spanish communities: Saint Veronica in South Philadelphia and Saint Lawrence in Upper Darby. Inclusion criteria will require that participants: lack legal documentation (must have entered the United States illegally or overstayed their visa); have a diagnosis of diabetes mellitus; lack of health insurance (must have no private or public insurance, but they may have been eligible for temporary state health insurance); must be of Latino origin; and be at least 18 years old. The depth of the data will determine the actual sample size with sampling continuing until saturation is reached.

Ethical Considerations

The research procedures and materials will be submitted to La Salle University Institutional Review Board (IRB). Participants will be informed of the purpose of the study and their rights, including the right to withdraw at any time for any reason without repercussion. Because the study will involve immigrants who lack legal documentation, procedures to protect their identities will include obtaining only verbal consent to participate. These consents will be recorded. The participants will be notified that all data will remain confidential and that observation notes will be safely secured. Contact information will be collected in the event that data need clarification. Anonymity of the participants will be maintained. All data will be numerically coded by the researcher. Original written observation notes and original audio-tapes will be copied to a flash drive then stored in a safe deposit box at a local bank. The flash drive will be stored in a locked file cabinet. The use of pseudonyms in transcriptions and publications and the destroying of all video tapes will also be included. Participants will be provided with the choice of a \$15 Wal-Mart gift card or transportation tokens with the same monetary value to thank them for their time and effort. Funds will be obtained through a contribution processed through the Archdiocese of Philadelphia, and

Univision who are known to be supporters of UIs. This researcher will follow donation procedures and provide necessary information for endowment approval as needed.

Instrumentation

On the day of the interview, the participants will be asked to complete a short demographic survey while waiting to be interviewed. The expected time to complete the survey will be 5 minutes. The information obtained from the demographic survey will be entered into an Excel™ spreadsheet and used to tabulate sample statistics only. The interview session will be conducted in Spanish by a bilingual, bi-cultural facilitator. A semi-structured interview guide containing a number of general questions as well as possible prompts and cues will be developed. Members of the study team will be present and will take observation notes during the interview to enrich and clarify the data. An expert nurse, Rebecca Bixby CRNP, who is currently the Lead Nurse Educator and Curriculum Consultant for Nurses Now International in Mexico, will be invited to participate as an expert consultant. She has experience working in community health in many different settings and has published several articles on the topic.

The semi-structured open-ended interviews will address:

1. Reasons for immigration. How does the experience of immigration feel?
2. Different language experience.
3. Do they have help with language translation for medical care?
4. Diabetes mellitus diagnosis, knowledge and perception of diagnosis, and what do they do to manage it?
5. What do they feel is the hardest thing about living with diabetes?
6. How do they pay for treatment? How do they manage diabetes care?
7. Whether they have ever been treated poorly by health care providers and/or ancillary staff due to undocumented/ uninsured status. Description of the experiences.
8. Access to fresh fruits and vegetables. Description of experience accessing healthy food.
9. Transportation issues. Do they have a valid driver license? How were they able to get it? Describe the experience of not being able to drive in the U.S
10. Where do they buy prescription medicines? Do they use medications sent from other countries without medical supervision?
11. How do they perceive insulin? Are they strictly compliant with their medicines? If not why?

Plan for data collection

After IRB approval, prospective participants will be identified using the Puentes de Salud electronic chart system. Eligible patients will be invited to participate via telephone call. Additional in-person recruitment will be done at the clinic during office hours on Monday and Wednesday evenings and in Saint Veronica and Saint Lawrence Catholic Churches on Saturday and Sunday services. The value and importance of the proposal topic in benefit of the UIs Latino community will be emphasized to persuade participation and contribution. If the patients agree to participate, a second telephone call will follow to inform them about the date, time, and place where their interview will take place. The meeting room of Saint Veronica Church will be the place for the interview session. (Permission will be requested and obtained through the Parish). This location was chosen because of its central and convenient location in the community.

Interviews will be audiotaped and will last approximately 45 to 60 minutes each. This method will allow the maximum flow of information and accurate recording of the data, and will let the researcher return to the raw data. At the same time, it will permit the researcher to ask certain questions and elaborate as needed to gain a thorough understanding of the participant's experience. The interviews will be audio recorded and written transcripts will be created. Written transcripts will be translated into English. The researcher will send the narratives to be translated at an online transcription translation service (MediKin).

Rigor

In order to enhance the interpretive validity, the researcher will use a framework of rigor for interpretive phenomenological studies (Lincoln & Guba 1985). To evaluate for credibility, all interview responses will be audio- recorded. One nursing expert, Rebecca Rigby, CRNP, will be invited to review the interview transcriptions. This researcher will meet with the nursing expert and seek consensus on the themes and categories that will be identified. Prolonged engagement will be fulfilled when we consider that the researcher volunteers actively at the Puentes de Salud clinic and is a Latino first generation immigrant. (In order to establish as an immigrant in the USA, she had to overcome difficult immigration requirements, which made her knowledgeable on the subject). This allows her to go beyond her preconceived understanding of the phenomenon of interest. Multiple data sources, such as the interviews and observations, will be used to indicate triangulation. Paradigm cases will provide detailed descriptions. Furthermore, consultations with several participants will provide a form of member checking according to Lincoln and Guba's (1985) criteria.

Speziale and Carpenter (2007) discussed trustworthiness of data, emphasizing the need for "researchers' attention to and confirmation of information discovery" (p.49). In addition to the recording of the interviews, this researcher will take observation notes. The researcher will restate and reframe comments made by the interviewee to ascertain understanding and clarification. Any notes and clustering of data will be saved and will include a discussion of the clustering process. To achieve transferability, the context of the study will give detailed description of at least 20 diabetic UIs access to care- experiences which will allow the comparison of

them. In addition, reflective memoranda will be prepared during the data collection and analysis. Guba (1989) states “because the researcher is the instrument through which the phenomenon is revealed, the practice of reflexivity is important.” He underlines that this practice is necessary in order to keep the researcher’s own perceptions and biases as separate as possible from the meanings expressed by the participants about their own lives, illnesses, and experiences. Reflective memoranda will be recorded as written ideas about participant’s reported concepts and their relationships. Finally, confirmability audit will be manifested through the attestation of the participant’s interview interpretation and by providing chronological evidence of the analysis, reduction and synthesis of the recorded raw data.

Plans for data analysis

Benner’s method of the Hermeneutic circle will guide this data analysis. The choice of the hermeneutic method will allow the experiences of the respondents to be presented in a direct and evocative manner, encouraging the reader to enter imaginatively into the experiences described. In so doing, the method provided a vehicle for deepening our understanding of diabetic UI. The method also will allow the researcher to reflect on the meaning of the experiences, thus providing an added dimension of understanding. The analysis will be conducted during the same period of time as the interviews by a data analysis team. If new themes emerge, questions will be added to the initial interview guide. The interpretive team will be integrated by La Salle nursing Professor Zane Wolf, PHD, RN, FAAN who is an expert on hermeneutic interpretive phenomenology, this researcher and two nurse researcher colleagues who will help to identify and articulate the themes. The levels of analysis that will be used in the phenomenological interpretation are thematic analysis, exemplars, and paradigm cases. Thematic analysis will comprise the identification of specific segments of the texts, its coding and grouping into repetitive themes. The researchers will extract exemplars from the text to illustrate each identified theme or pattern of meaning and will develop a series of paradigm cases. Paradigm cases, as described by Benner (1994) are “strong instances of concerns or ways of being in the world”(p113). Paradigm cases will allow an insider’s look into the participants’ lives, with the goal of hearing and understanding their voices. The researcher’s and team’s assumptions will be acknowledged as much as possible and considered during the interpretations of the narratives and observations.

The digital files from recordings will be labeled with the date, code number or pseudonym of the participant. Copies of all of the original files will be made and saved using an external storage device. At the same time, handwritten notes will be scanned. Original files will be stored in a fireproof storage box. Transcribed, translated narratives will be entered into qualitative data management software like Atlas ti, Version: 6.0 (Scientific Software Development GmbH, Berlin), to assist in organizing texts into families or themes.

Indicator results

Table 1: Demographics

| UI | Age | Gender | Country of origen | Hgb A1C | Education | Marital Status | Health Insurance | Ability to speak English | Place of work |
|-----|-----|--------|----------------------|------------|-----------|-------------------|---------------------|--------------------------------|---------------------|
| 015 | | | | | | | | | |
| 016 | | | | | | | | | |
| 019 | | | | | | | | | |
| 020 | | | | | | | | | |

Table 2: Themes, subthemes

| | |
|---|--|
| Major theme: Paradigm 1. Minor theme: exemplar 2. Minor theme: exemplar 3. Minor theme: exemplar | |
| Major theme: paradigm 1. Minor theme: exemplar 2. Minor theme: exemplar 3. Minor theme: exemplar | |

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Strategically Addressing the Latest Challenges of Workplace Mobility to Meet the Increasing Mobile Usage Demands

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Project Description

“Vehicle Ping” (application name) provides a simple user interface that serves as a monitoring and preventative maintenance tool of the WLAN (Wireless Local Area Network) Access Point at a bus garage and for testing connectivity to wireless equipped vehicles.

The primary operation entails executing Ping (a pc network command used to test whether a particular host is reachable across an IP network) requests and capturing ping responses from wireless equipped vehicles. The results are saved in an integrated Microsoft SQL Compact Edition database and analyzed to get an idea of the effectiveness of the WLAN and its status (whether it is working or not working), and to identify vehicles that might have non-working wireless equipment (these are vehicles that continuously fail to respond ping request).

VehiclePing is a Windows form application built in C# using Visual Studio 2010. The application is comprised of seven class objects (see class diagram) and two flat tables, Default_Settings and Vehicle_Ping_Log that sit on Microsoft SQL Compact edition database. It is designed to interact with the wireless network of SEPTA's CARD (Computer Aided Radio Dispatch) system. This network uses private 10.x.x.x IP (Internet Protocol) addresses and is a separate network from SEPTA's primary network. Each vehicle in the fleet has a unique identifier number painted on its side that corresponds to the private IP address that is assigned to that vehicle. The private (10.x.x.x) network address that the Access Point works on was designed by the company that developed and built the CARD system. The Access Point is positioned in the fuel lane of each garage. The fuel lane is where vehicles refuel after the end of their service run and placement of the Access Point guarantees that each vehicle will be in wireless range at some point during the day.