

Graduate Annual

Volume 1

Article 1

5-17-2013

La Salle University Graduate Annual (complete volume)

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Recommended Citation

(2013) "La Salle University Graduate Annual (complete volume)," *Graduate Annual*: Vol. 1 , Article 1.

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GRADUATE ANNUAL

2012–2013

La Salle University Graduate Annual 2012–2013

This year, La Salle celebrated its 150th anniversary as an institution of higher learning. We think it is the perfect time to launch a publication that exemplifies the extent to which the University has continued “Living the Promise” through excellence in graduate studies.

La Salle’s history can be traced to a group of Christian Brothers who were asked to open a college in Philadelphia for Catholic men, primarily the children of immigrants. From a small building in the Kensington section of the city, the University shifted its location several times before settling into its present location in the Olney section in 1930. It has transformed from a purely undergraduate institution for men to one that embraces undergraduate and graduate education for men and women alike.

This inaugural 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 solving an organizational problem in the MBA program, a seminar paper focusing on Philadelphia public history, or a dissertation 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.

Marianne Dainton, Ph.D.
Professor of Communication
Chair of the Graduate Studies Faculty Advisory Board
Editor of the 2012–2013 La Salle University Graduate Annual

La Salle University Graduate Annual

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KL Design

SMART Recovery® 4-Point Program eGuide

Project Documentation

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Master of Science in Instructional Technology Management
La Salle University
Philadelphia, Pa.
ITM 700, August 2012

Executive Summary

K&L Design, the project team of Kenneth Anderson and Laura Petrolito propose to create a series of interactive learning modules (eGuide) in support of the SMART Recovery's 4 Point Recovery Addiction Program. The learning series will allow users to participate in each component of the program via a selfpaced, online format. K&L Design will repurpose the existing SMART Tools content into the self-directed, interactive modules and add additional content as determined necessary by the content experts.

Scope

The final deliverable for this project will be 4 Self-Directed Learning Modules (SDLs) for use by SMART Recovery in their SMART Tools library, on their website, blog or in classes. Each 10-15 minute module will include Flash and audio, and will be created using Captivate or Articulate. Existing SMART content will be repurposed for use within the modules.

A breakdown of the project stages is below:

Project Stage	Responsible Member	Target Date
Learning Objectives	KL Design	June 10
Review & Approval Learning Objectives	KL Design, SMART	June 10
Storyboards and Scripts	KL Design	June 30th
Review & Approval Storyboards and Scripts	KL Design, SMART	July 1st
Prototype	KL Design	July 25th
Review & Approval Prototype	KL Design, SMART	July 30th
Final SDLs	KL Design	August 1st

Each of the following design phases will require a signoff to proceed: Learning Objectives, Storyboards and Scripts, Prototype and

Final SDLs. Design work is scheduled for June, development in July and final delivery in August.

The elements included in the 4 Point Program modules project will be understood to meet satisfactory quality when they are accepted and signed off by Shari Allwood and Jim Braastad and possibly the Materials Review Committee. 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 stated in the project plan. Adherence to project requirements will follow SMART Recovery specifications. This requires a sign off after the design phase, and storyboards are complete along with explanation and navigation forms. The project will be considered operational after all requirements are signed off during development, and alpha testing is complete.

Product Description

Title	4 Point Program eGuide
Organization/Credit	SMART Recovery (http://www.smartrecovery.org)
Course Description	The 4 Point Program eGuide will allow learners to experience each component of the SMART Recovery 4 Point Program. The modules will contain an introduction to each component, as well as learning activities that will help them move through the program.
Scope	The course will cover: I. Building and Maintaining Motivation II. Coping With Urges III. Managing Thoughts, Feelings, and Behaviors IV. Living a Balanced Life
Overall Goals	The overall goals of the learning series is to create an inviting, engaging, and effective method for sharing information about the 4 Point Program and addiction recovery strategies.
Course Objectives	After completing each course, learners will demonstrate that they comprehend the course content through a series of embedded knowledge checks. Learners will also be able to leverage each new strategy to help them with an element of the recovery process.
Assessment Evaluation Approach	Quizzes and embedded assessments, including feedback will be used as tools for learners to measure their own understanding. In order to measure how well the learner was able to apply the techniques to his or her overall recovery strategy, the course will include a Level 3 survey.

Outputs

Refer to Appendix A: Learning Objectives

Cost Benefit Analysis

The true benefit of the course is the additional exposure of the organization's recovery strategies, which in turn can lead to

more participants successfully completing the addiction recovery program. By creating an online version of the 4 Point Program, more people will be given access to the techniques and strategies presented for addiction recovery.

The cost of not creating an online version of the 4 Point Program is that it limits exposure of the system to people who attend in-person seminars. This will ultimately lead to less participants successfully completing the program and implementing the strategies.

Project Team

Name	Organization	Contact Information
Ken Anderson	KL Design	Andersonk7@student.lasalle.edu 610.212.4065 (c)
Ken has background that is in high demand with experience is information technology and instructional technology. He has many technical certifications including: Lotus Notes application developer, Lotus Domino Administration, Sametime, Quickr and Connections, and a certificate in Instructional Technology Management.		
Laura Petrolito	KL Design	Petrolito1@student.lasalle.edu 860-916-2657 (c)
Laura works as a Media Specialist for Tiffany & Co., designing and developing employee communications and internal marketing materials for staff in the retail locations throughout the Americas region. She has experience with graphic design, video production, and digital design technologies including Adobe Creative Suite and a variety of eLearning authoring tools.		
Shari Allwood	SMART Recovery	sallwood@smartrecovery.org
Jim Braastad	SMART Recovery	GJBXVI@q.com

SEPTA iPhone Application

Codename: Wonder Bread

Justin A. Brathwaite
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Philadelphia, Pa.
April 2012

Executive Summary

SEPTA (Southeastern Pennsylvania Transportation Authority) is the sixth largest transportation authority in the country. During a normal service day hundreds of thousands of people are transported throughout the city and surrounding counties via SEPTA vehicles. In order to provide great service and offer low fares, SEPTA incorporates many different information systems to provide real time information to the SEPTA control center. This information helps control center managers make informed decisions about the daily operations of all modes of SEPTA transportation. This project will leverage the information provided by these systems in order to provide riders of SEPTA systems with some of the same real time and schedule information that SEPTA employees use and find helpful. The focus of this project will be on the development of a useful mobile application powered by onboard databases and web services.

The final project deliverable will be presented in the form of an iPhone application. The IOS operating system is extremely well developed and has many APIs that can be utilized for the benefit of SEPTA riders. The ability to store databases directly on the phone through SQLite will be useful for quick data retrieval directly on the device. This will allow customers to have access to schedule information when there is no Internet access readily available.

By developing this application for the iPhone, it will not only be able to display schedule information for all the different modes of transportation but also display real time information in a unique way. For example, iPhone app development offers the ability to take advantage of web services for information retrieval. This will allow users to request real time information on the Regional Rail lines as well as the real time locations of a Bus or Trolley. The application will also provide users with the ability to request real time service alerts pushed directly to their mobile device. These services are not currently available on the SEPTA mobile website.

Other features of IOS such as the map and camera kit will also be very instrumental in developing this application. Using the integrated map kit and location services will allow the application access to a user's location. With this information the application can tell how far away you are from a bus or train stop and possibly give the user directions on how to get to their destination.

This project will incorporate all the knowledge gained in both

my undergraduate and graduate studies, including the areas of relational databases, project management, data security, and programming logic and design. Mobile application development has become a fast growing phenomenon in the past few years. By developing an application for this technology it will allow SEPTA as an organization to provide better customer service by way of information sharing. It allows the consumption of information anytime, anywhere.

The biggest issue with developing a native mobile application is memory management. Mobile devices only provide a certain amount of memory and processing power to an application. Background processes can sometimes be terminated if other applications in the foreground need more resources to run.

I will be partnering with the SEPTA organization for the development of this application. They have provided apple account credentials. I will however be using my own hardware for development as well as my own development test device. I will be working with other employees in the Information Technology department to expose more data sources during development. The goal of this project is for SEPTA to have a strong presence on the Apple App store by providing reliable and useful applications.

The contents of this project may be viewed at the link below.

<http://digitalcommons.lasalle.edu/mathcompcapstones/5/>

Project Management Plan

Overview:

The purpose of this project is to create an application that provides utility for customers who ride SEPTA systems, and to gain a presence on the Apple App store.

The scope of this project will focus on porting several key applications that exist on the web platform, but not on mobile.

These applications include:

- Next to Arrive
- TransitView

- TrainView
- Schedules to Go

Additional features such as map views for bus stops, Alerts information, and customer service features will be included to provide improved customer service.

The key project deliverable will be a functional iPhone application that uses real-time and schedule information to provide users with better knowledge to navigate and use SEPTA systems.

Community Matters: Stakeholder Engagement in the High School Setting

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Abstract

Public schools are facing increased public scrutiny given the intense focus on academic standards and testing, increased political debate, and current economic conditions. Schools are turning to their local communities for help. This research explores the important role community engagement plays in supporting schools to realize their goals. Using stakeholder theory as a foundation, an online survey was distributed to current and former parents of students from a suburban high school to determine how community engagement can be increased. Three key findings can be highlighted. Community members are aware of the school's goals and see value in community engagement, but are not fully aware of how they can engage. Convenient and one-way communication channels are preferred; however these channels limit effective engagement. Though school officials and staff are the main preferred communication source, engagement can be increased by utilizing currently engaged parents and alumni as a source of communication.

Community Matters: Stakeholder Engagement in the High School Setting

Public schools are facing increased public scrutiny given the intense focus on academic standards and testing, increased political debate, and current economic conditions. This combination of factors has forced school districts to shift from focusing primarily on offering a service, to needing to understand and meet the expectations of its stakeholders. Fortunately, research offers many lessons that can assist public schools in this transitory time. The concept of stakeholder engagement, which is widely popular in the business arena, can be extended to the school setting. In fact, highly successful schools have already found innovative ways to engage the community as a stakeholder group, to achieve organizational success and re-shape their operating models (National Association of State Coordinators of Compensatory Education, 1996). This research seeks to further explore stakeholder engagement in the school setting.

The process of stakeholder engagement can be described as the exchange between an organization and its internal and external stakeholder (Jaakson, 2010; Koschmann, 2007). Today's organizations are undergoing much change, which causes unrest within the organization and amongst its stakeholders. This unrest can be mitigated by increasing the engagement of stakeholders, which can be viewed as a form of communication (Lewis, 2007).

Considering engagement as a result of communication, it is critical to implement stakeholder appropriate communication strategies in order to engage stakeholder groups. Nonprofit organizations rely on external stakeholders for organizational success, yet most communicative attention is attributed to internal stakeholders (Lewis, Richardson, & Hamel, 2003). Schools are a form of nonprofit organization where external stakeholders are crucial to achieving organizational goals, and where the community is one of the largest external stakeholder groups. Therefore, community engagement in schools can be viewed as a form of stakeholder engagement (Cunningham, 2004).

Research in the education field provides insight into the importance of community engagement to the achievement of school goals (Cunningham, 2004). One of the most crucial factors in achieving school goals is to foster a collaborative environment, where open communication is at the forefront (Halawah, 2005). Schools therefore have a need to take a closer look at the needs of their local community as a stakeholder group and to learn about effective engagement strategies. Key external stakeholders to schools include parents, local businesses, and residents (Nettles, 1991). It is pertinent that these stakeholders understand, buy-in, and are involved in realizing school goals (Sanders & Harvey, 2002). This is especially true as schools are experiencing constant changes, from budget cuts to leadership changes, making a case for the need for schools to re-engage stakeholders to ensure goals can be realized.

Purpose and Goals

The purpose of this research is to identify strategies to increase community (e.g. parents, business, and other community members) engagement, with their local public high school. Engagement, for the purpose of this research is defined as collaborative community participation in school activities, as well as continuous, two-way dialog between the school and community (Farkas, S., Foley, P., Duffett, A., Folen, T., & Johnson, J., 2001; Sanders & Harvey, 2002). By doing so, schools can foster long term community-school connections, which result in robust partnerships that benefit both students and the community at large. According to a report by the U.S. Department of Education, high performing schools have found innovative ways to engage parents and other parts of the community for school success (NASCCCE, 1996). Successful community involvement is characterized through partnerships that benefit students, families, schools, and the community (Nettles, 1991; Sanders & Harvey, 2001). Some examples of benefits include the availability of student scholarships and career

resources, family support activities, new classroom equipment and staff development opportunities, and increases in community outreach and beautification projects (Sanders & Harvey, 2002). Additionally, public schools are governed by No Child Left Behind, which includes a provision that requires districts to develop and implement programs that engage families to ensure student success. In fact, Title I funds are appropriated based on monitoring against these requirements (Epstein, Galindo, & Sheldon, 2011). As schools are becoming ever more competitive, funding is dependent on school performance, and families are provided with many alternative options to public schools, it is crucial for public high schools to realize that the community is a crucial partner for success. Not engaging the community can result in decreased federal and state school funding and decreased local support in the form of resources, scholarships, and instructional materials, to name a few.

By focusing on understanding current community perceptions and involvement with the school, and learning about communication preferences, a high school can develop effective community engagement strategies. The goals of this research are to identify channels through which to engage communities in their local high schools, opportunities to increase community participation in school events and programs, and factors that drive community members to establish school-community partnerships. A review of literature on stakeholder engagement and linkages to community-school engagement follows.

Review of Literature

Theoretical Background – Stakeholder Theory

Stakeholder theory has its roots in the business management field and asserts that an organization holds multiple relationships, internally and externally, and must be able to identify, interface, and manage each group (Koschmann, 2007). Many scholars interested in the stakeholder approach provide insight into the existence of different types of stakeholders (Jaakson, 2010; Koschmann, 2007; Lewis et al., 2003; Mitchell, Agle, & Wood, 1997). For instance, Mitchell, et al. (1997) propose that there are seven classifications of stakeholders, defined by the attributes of power, legitimacy and urgency, and that each stakeholder type is managed differently based on these attributes. Latent stakeholders possess only one of the three attributes; these stakeholders have limited claim on an organization and therefore are not given priority of attention. Expectant stakeholders possess two of the three attributes. They have a more active position with the organization and are therefore attributed more attention. Only the definitive stakeholders possess all three attributes. Mitchell, et al. (1997) suggest that managers should give this group priority as their position and influence on the organization is greatest.

Lewis, et al. (2003) identified not only internal and external stakeholders but also introduced the concept of boundary stakeholders, who are classified as those stakeholders that play a role in organizational activity but who do not have much of a role in organizational decision making. Bronn and Bronn (2011) argue that mental models, which are individual or shared views of how things work, distinguish stakeholders from one another. Organizations must continually uncover stakeholder mental models in

order to be able to develop appropriate and effective engagement strategies. Each of the above views on stakeholder classification highlights that there are differences between stakeholder groups. Organizations must recognize not only that difference exist but also understand what differentiates each stakeholder groups and what role each group can play in achieving the organization's vision and goals.

Extension of stakeholder theory can be seen in various avenues (Koschman, 2007; Lewis, 2007; Lewis, et al., 2003; Mitchell, et al., 1997). One such extension led to the development of the concepts of 'stakes' for each stakeholder group. This view of the theory states that an organization allocates stakes to each stakeholder, which in essence are the value and benefits a stakeholder provides to the organization. This then provides the organization with guidance on where its focus should be, with more focus on those stakeholders that provide higher value to the organization (Lewis, et al., 2003). Another area of extension was provided by Mitchell, et al. (1997), who contributed to the theory by developing the model of stakeholder salience using the attributes of power, legitimacy, and urgency. Power and legitimacy were already broadly used in various stakeholder approaches and organizational theories; they are argued to be interrelated yet distinct, where power is defined as the ability an individual has to achieve their desired outcomes, and legitimacy is defined as a general assumption that actions and behaviors are socially acceptable (Mitchel, et al., 1997). However, Mitchell, et al. (1997) added the attribute of urgency, which provides dynamism to the stakeholder salience. Urgency must be viewed from the perspective of how time sensitive the stakeholder claims are to the organization and how critical the relationship is (Mitchel, et al, 1997). Much research has been devoted to the area of stakeholder identification and differentiation; however a gap remains in understating how to engage stakeholders once they have been identified. The next section will review literature on the role of communication in stakeholder engagement.

Communication and Stakeholder Engagement

Scholarly research has sought to link the stakeholder approach more closely with communication, suggesting that communication is a key enabler to stakeholder engagement (Bronn & Bronn, 2003; Jaakson, 2010; Koschmann, 2007; Lewis, 2007; Lewis, et al., 2003). Research suggests that communication is critical for internal and external stakeholder engagement (Jaakson, 2010; Koschmann, 2007), and that effective communication strategies should consider both channels and sources of communication (Sanders & Harvey, 2002).

Lewis, et al. (2003) identified a gap in stakeholder literature in how and with which stakeholder groups managers should communicate. They explored the degree of communication attention and the content of the communication for internal, external, and boundary stakeholder groups. Lewis, et al. (2003) found that internal stakeholders are communicated to more frequently and contacted earlier than both external and boundary stakeholders. Additionally, there seemed to be no significant difference between the stakeholder group and topics communicated (Lewis, et al., 2003), suggesting that the channel and timing of communication takes precedence over the topic of the message.

Jaakson (2010) conducted work along a similar vein, looking at how stakeholder engagement differs by stakeholder type, by exploring the role stakeholders play in formulating organizational value statements. She suggests that each stakeholder group is impacted differently by organizational value statements and that the level of impact drives the selection of stakeholder specific engagement strategies. Informational strategies suffice in engaging low impacted stakeholder groups. Moderately impacted groups should be engaged in a consultative manner, and highly impacted stakeholder groups should be engaged through the formation of partnerships (Jaakson, 2010). This model suggests that organizations can increase the effectiveness of their engagement communication strategies by utilizing more collaborative and two-way communication channels with medium to high impacted stakeholder groups.

Much literature can be found providing support for the need for two-way communication strategies with stakeholders (Bronn & Bronn, 2003; Koschmann, 2007), which can be described as moving stakeholder engagement to an integrated model, where both sides of the sender-receiver communication process are considered. This perspective extends the stakeholder model from the individual viewpoints of the organization and the stakeholder, to the complex interaction between the two sides (Koschmann, 2007). These complex relations must be managed via appropriate communication that considers and allows participation from both the organization and stakeholder, which Bronn and Bronn (2003) refer to as the co-orientation model. Two-way communication can facilitate the process of distinguishing between differing mental models of each stakeholder groups. (Bronn & Bronn, 2003). The importance of two-way communication is supported by the argument that engaging stakeholders in communicative dialog will heighten the feeling of participation in organizational decision making (Koschmann, 2007). It is important to note that in order for stakeholders to effectively participate and contribute to the organization, a shared understanding of the organizational vision and goals must first be gained (Farmer, Slater, & Wright, 1998). Though leadership generally drives the organizational vision, successful organizations are able to share ownership of achieving this vision with all organizational members (Farmer, et. al., 1998), which, from the stakeholder perspective, includes both internal and external stakeholder groups (Koschmann, 2007). The next section will shift attention from general discussion of stakeholder engagement and the role of communication, to community engagement in the educational setting.

Community Engagement as a Form of Stakeholder Engagement

Lewis, et al. (2003) identified a gap in stakeholder literature applying the stakeholder approach to nonprofits organizations. They suggest that nonprofit organizations have a need to identify the most effective ways of engaging internal and external stakeholders to achieve organizational goals, and propose that communication is a key component of engagement (Lewis, et al., 2003). External stakeholders are highly important to nonprofit organizations, as they provide necessary resources and funding to ensure goals can be met, yet many nonprofits focus their communication efforts on internal stakeholders (Lewis, et al., 2003). These findings provide insight that nonprofits have an opportunity to be more strategic in their stakeholder engagement approaches, by focusing on external stakeholders (Lewis, et al., 2003).

Expanding this view from nonprofits in general to the secondary education arena, community engagement can be described as a form of stakeholder engagement, where the community is the key stakeholder group of interest to a school (Cunningham, 2004; Sanders & Harvey, 2002). School districts have a need to track against and meet state and federally imposed performance standards, develop programs for school improvement, and ensure finances are secured (Cunningham, 2004; Nettles 1991). There is a strong awareness amongst school districts that community support plays a critical role in achieving these goals (Farkas, et al., 2001). However, there seems to be a disconnect between a school's intent of engaging communities and the reality of day-to-day operations and actions. According to Farkas, et al. (2001), 78% of superintendents reported that they had a process underway or planned to engage the community, however 41% of superintendents stated they engaged the community in developing and implementing these processes only after decisions had already been made within the district. For effective public engagement, a school district must integrate community engagement processes as part of their standard operating procedures (Cunningham, 2004).

Farkas, et al. (2001) suggest that continuous and dynamic communication methods are the most effective means of enabling the process of engagement. This view is supported by other scholars, who provide insight into the crucial role communication plays in the process of community engagement (Bronn & Bronn, 2003; Burbank & Hunter, 2008; Farkas, et al., 2001; Sanders & Harvey, 2002). Scholars in areas of both stakeholder and community engagement underscore the role that leadership plays in enabling communication (Burbank & Hunter, 2008; Farkas, et al, 2001; Koschmann, 2007; Lewis, et al., 2003; Sanders & Harvey, 2002). The next section will discuss the linkage between leadership and community-school engagement.

The Role of Leadership in Community Engagement

Leadership plays a key role in school improvement, specifically in the creation and sustainment of community partnerships. Epstein, et al. (2011) argue that the key success factor to the number of effective programs at a given school is consistency. It is the responsibility of district and school leadership to take the role of advocating and facilitating partnerships, to ensure consistency (Epstein, et al., 2011). Spending more time on facilitating partnerships will shift focus away from traditional measurement against federally or state imposed mandates and to community collaboration, in an effort to achieve long term success and school improvement (Epstein, et al., 2011). Sanders and Harvey (2004) also point out the important role district and school leadership play in the development and sustainment of effective community partnerships. They propose that it does not matter who initiates the partnership, but rather that there is a forum and support for partnerships and that partnerships can be sustained. It is school and district leadership who provide support for and build a school climate that emphasizes the importance of community partnerships (Farkas, et al., 2001; Sanders & Harvey, 2002).

Focusing on broader community involvement, Cunningham (2004) suggests that principals play a key role in reinforcing the value of community involvement within the school and to district leadership. Active support from top levels of leadership within

a school will provide an indication to stakeholders, internal and external, that there is a focus on engagement (Farkas, et al., 2001). Reinforcing this point within the community helps build individual advocates for community engagement who provide natural growth to community engagement programs (Epstein, et al., 2011). School leadership must take an active approach to ensuring the value and focus of engagement is known and understood across all stakeholders (Epstein, et al., 2011). Leadership, therefore, acts as an initiating factor to community engagement.

Review of literature thus far has shown the important role communication, leadership, and shared vision play in stakeholder engagement, and has also drawn a distinction between stakeholder engagement and community engagement in the educational setting. Next, models for successful community engagement are discussed.

Models for Community Engagement and the Role of Communication

Many models for community engagement have been presented by scholars and recommendations for best practices have been proposed. One such model, the community advocacy model (CAM), provides insight for practitioners to the roles and benefits of community partnerships (Burbank & Hunter, 2008). One of the outcomes of this study was that the collaborative approach for school success was less driven by the school as the initiating party, but rather focused on true collaboration between key stakeholders working in partnership to increase mutual understanding. This suggests that schools must seek to understand the needs of the local community and parents to better be able to design engagement strategies that will benefit the school and larger community (Burbank & Hunter, 2008; Farkas, et al., 2001). Cunningham (2004) also points to the importance of shared goals in creating family and community engagement that is valuable and sustainable. When families understand and take part in setting school vision and achieving school goals, accountability is shared between the school and families. Additional insight is provided by Epstein, et al. (2011), who propose that an organization's success in implementing basic factors for partnerships, such as developing plans or establishing teams, is a key predecessor to being able to focus on more complex areas such as engagement of all parents within the community. This research suggests that focus on basics and a core group of individuals will provide a solid foundation on which further development and growth of engagement can be built, specifically through growth of parent advocates for community engagement (Epstein, et al., 2011).

For successful community partnerships to be sustained not only must leadership be supportive and build a school climate that values community engagement, but two-way communication between the school and parents must be maintained to determine the right kind of involvement (Sanders and Harvey, 2002). Lewis, et al. (2003) support this notion and suggest that communication strategies to external stakeholders must be put in place for engagement to be effective. Continuous feedback between stakeholders and the organization is essential (Farkas, et al, 2011). Cunningham (2004) offers five channels that school leadership can utilize to engage communities: focus groups, telephone polling, public meetings, email, and study circles; however rather than simply implementing

any one of these strategies, it is crucial for high schools to uncover stakeholder specific preferences and perceptions.

As discussed above, many forms of community engagement exist, and all models reviewed share the common focus of enabling two-way communication. To ensure that the needs of various stakeholder groups can be met, communication preferences must be identified. Additionally, in order for community engagement to be effective and two-way communication to be focused, it is critical that school communities have a shared understanding and ownership of the school's vision and goals. As such, the following three research questions have been posed:

RQ1 - In what ways are community members currently involved with their local high school?

RQ2 - What are community members' current knowledge and perception of their local high school's vision and goals?

RQ3 - What communication source and channel preferences exist within the community when communicating with their local high school?

Methodology

Participants

A high school in suburban Philadelphia was selected as the sample school for this study. Over the past three years the high school has undergone significant leadership changes in the principal and assistance principal ranks, and, therefore, has a strong desire to re-engage the local community. This study was distributed to individuals maintained in the high school database, consisting mainly of parents of current or former students. Of the total 896 individuals that received the survey, 91 responded, resulting in a response rate of 10%. Of the respondents, 79% (n=71) were female. Additionally, 93% (n=85) they currently have or had a student who attended the high school, 45% (n=41) have or had a student who attended the middle school, and 40% (n=36) have or had a student who attended elementary school. Three respondents (3%) who indicated they did not have nor do they currently have a student enrolled in any school at the district. Responses from these surveys were included in data analysis since the overarching goals of the research are not limited to parent engagement. The distribution of the length of time respondents have lived in the district ranged from one to twenty years or more, with the majority (n=51; 56%) of respondents having lived in the district for sixteen or more years.

Instrument and Procedure

To collect data for this study, an online survey was developed, distributed via email, and administered via Survey Monkey (Appendix). The email highlighted that participation was voluntary, responses anonymous and that the survey would remain open for two weeks. A survey was chosen because it is an appropriate means when trying to learn about individuals' attitudes and beliefs (Keyton, 2010). Online distribution was selected because of ease and low cost; it was also the preferred means of distribution by

the school. The survey consisted of ten questions, three of which were demographic in nature. Questions asked about community-school engagement and vision and goals, as well as the likelihood of respondents using specific communication methods. Input was also solicited on community-school events respondents currently participate in, reasons respondents may not currently be involved, preferences in how respondents would like to be communicated to, and whom respondents would contact to get engaged. One general open-ended question was included at the end of the survey that asked participants to provide any other thoughts or comments on how to increase community engagement with the high school.

Analysis

For each multiple choice and likert-scale question, frequency counts and percentage of total were tabulated and analyzed. Textual analysis, which is a way of analyzing messages and identifying themes (Keyton, 2010), was used to review the responses to the open ended questions as well as the 'other' category within the multiple choice questions. To ensure accuracy of analysis, additional items reported within 'other' required careful review, to determine if any responses may have been covered in the pre-provided choices. Any such items were not included in data analysis to avoid double counting. All other items were coded into categories.

Results

Although not all questions were completed on each returned survey, all surveys were able to be used in aggregate data analysis in one way or another. A summary of results, grouped by research questions is provided below.

Research Question 1: In what ways are community members currently involved with their local high school?

The community was most involved in Operation FOCUS post prom (57%; n=51), the Parent Principal Forum (25%; n=22), and community service projects (18%; n=16). Other ways of involvement included community cleanup days, internships, scholarships, teacher professional development, and guest speakers; each received fewer than ten total responses (<10%). Twenty-six respondents (29%) reported they currently do not support any community-school event. A total of twenty-six entries (29%) were made in the other category. Of these, thirteen responses (15%) were related to sporting events, five to clubs (6%), and three (3%) to teacher or project specific support. Five of the responses were not included in analysis as they were duplicates of the pre-defined category, community projects.

Lack of time (n=41; 54%) and lack of awareness of opportunities (n=37; 49%) were the most common reasons community members listed as preventing them from engaging with the school. Other reasons included lack of interest (n=3; 4%), do not see value/benefit (n=1; 1%), and do not know how to connect (n=7; 9%). Nine respondents (12%) reported that there is nothing that prevents them from supporting events. A total of twelve responses (16%) were received in the other category; four (5%) respondents listed scheduling conflicts, four (5%) listed issues with the communica-

tion or organization of events, two (3%) stated they were committed elsewhere, and one (1%) listed lack of funds as a reason. One response in the other category was removed from analysis as it stated 'unaware of opportunities' which was a pre-defined answer.

RQ1 is answered in two parts. First, community members are currently involved in student centric activities (e.g. Operation FOCUS, community services projects, and sporting events) and informational activities such as the Parent Principal Forum. Second, community involvement is limited primarily due to lack of time and a lack of awareness of opportunities.

Research Question 2: What are community members' current knowledge and perception of their local high school's vision and goals?

The majority of respondents (61%; n = 55) agreed or strongly agreed that they were aware of the high school's vision; 21% (n = 19) were neutral and 18% (n = 16) disagreed/strongly disagreed. The majority of respondents (61.1%; n = 55) also agreed that they play a role in achieving the school's vision and goals; 26.4% (n = 24) were neutral and 13% (n = 12) disagreed/strongly disagreed. Of the ninety-one respondents, 37% (n=34) strongly agreed that they see value in engaging with the school to help it achieve its goals, and 58% (n=49) agreed; 9% (n=8) were neutral or disagreed. Respondents (60%; n=54) also indicated that they are aware that there are opportunities for the community to engage with the school; 26% (n=23) were neutral on this item, and 14% (n=13) indicated they were not aware of opportunities.

The most common response to the statement *the school informs the community about school goals and progress in achieving them* was neutral (41%; n=37); 36.3% (n=33) agreed or strongly agreed and 23% (n=21) disagreed or strongly disagreed with the statement. The most common response to the statement *the school solicits input from community members on programs and opportunities* was neutral (55%; n=50); 24% (n=19) responded that they agreed or strongly agreed and 21% (n=19) responded that they disagreed or strongly disagreed. To the statement *Community-school partnerships provide a benefit to students*, 89% of respondents (n=81) agreed or strongly agreed. To the statement *Community-school partnerships provide a benefit to the community*, 90% of respondents (n=82) agreed or strongly agreed.

In response to RQ2, the majority of community members are aware of the school's vision and goals, believe they play a role in achieving school goals, and see value and benefits in community-school engagement. Varied perceptions exist regarding the school informing the community about progress against goals and soliciting input from the community.

Research Question 3: What communication source and channel preferences exist within the community when communicating with their local high school?

Direct email from the school (83%; n=75) and postings on the school website (62%; n=56) were the most preferred ways for respondents to receive communication from the school. Local newspaper articles (n=30) and a school newsletter/bulletin (n=37)

were preferred by 30% of respondents; while students, word of mouth, phone calls, community groups, and local establishments were each preferred by 15-28% of respondents. A total of eight entries were made in the other category. Of these, seven suggested the school utilize non-traditional communication channels and one listed the school's student run TV station as a channel of communication.

The majority (52%; n=46) of respondents indicated that they would contact the high school central administration office to become engaged in community-school events. High school guidance counselors and other parents both were checked by 36% of respondents each (n=32). Other responses included high school principals (n=23; 26%), students (n=21; 24%), other community members (n=20; 23%), and high school teachers (n=17; 19%). Six respondents provided a response in the 'other' category, which included lack of knowledge of who to contact (n=2) and apprehension to initiate (n=1). The three other responses, related to community members, were removed from analysis as this was a pre-defined answer. Analysis of the open-ended question also listed the suggestion to utilize Alumni, which could be included in the community member group, but is listed separately here to avoid mis-interpretation.

Respondents reported that sending email to the school was the most likely means of communication they would employ; 68% of respondents (n=60) selected very likely and 27% (n=24) selected likely. Fifty-four respondents (67%) indicated that they are not likely to send a letter to the school; 14% (n=11) indicated that they would be likely/very likely to use this mean of communication. The majority of respondents indicated that they would be likely (57%; n=48) or very likely (27%; n=23) to call the school via phone. Visiting the school in person, attending a community event, attending the monthly Parent Principal Forum, and contacting an engaged community member all received similar responses, with 41-47% (n=34-38) of respondents indicating they would be likely to use this communication mean, and dispersed responses across not likely, somewhat likely, and neutral.

RQ3 is answered in three parts: first, channel preferences for receiving information; second, communication source preferences; third, channel preferences for sending information. Preferred channels as receivers of information are email from the school and postings on the school website, the preferred channel for sending information is email, and the preferred sources of information are school leadership and staff. Analysis of the general open-ended question also resulted in a total of fifteen ideas or changes for community-school programs and engagement strategies. These do not address any of the posed research questions, however they are considered in the discussion section.

Discussion

The purpose of this research was to identify strategies to increase community engagement with their local public high schools. By pursuing this study, the high school is working toward the set study goals of identifying channels through which to engage the community, opportunities to increase community participation in school events and programs, and factors that drive community members to establish school-community partnerships. The following pro-

vides a discussion of key themes and associated recommendations.

Value of Engagement and Link to Vision and Goals

In order for community school engagement to be valuable, it must be tied to the vision and goals of the organization (Farmer, et. al., 1998). This not only strengthens the feeling of involvement (Koschmann, 2007) by community members but also results in engagement that supports the achievement of goals (Cunningham, 2004). In this study, respondents indicated that they are aware of the existence of a school vision and goals. Respondents also indicated that they play a role in achieving the vision and goals and that community involvement is crucial for school success. This is in line with research, which states that the school and community must understand and value community-school partnerships (Farkas, et al., 2001; Farmer, et. al., 1998) and that focusing on this basic premise is a stepping stone to achieving more broad reaching engagement levels (Epstein, et. al., 2011). Findings of this study suggest that though community members appear to be aware of the school goals and see their role as important, school outreach regarding progress toward goals and opportunities for engagement seems to be lacking. According to Lewis et. al., (2003), the timing and channel of communication is highly important and even takes precedence over the topic being communicated. Respondents indicate that the timing and way in which the school communicates to them leaves room for improvement. As per one respondent's suggestion on how to increase engagement, there is a need for "vastly improved communication, communications are inadequate and not timely. Most communications from the district, school, and administration are sent out too late and with little notice!"

Current community engagement at the high school where this study was conducted can mostly be seen in the form of participation at parent run and student-centric events, such as graduation related and sporting events. Literature indicates that tremendous value can stem from community-school partnerships in the form of student scholarships and career resources, family activity offerings, new classroom equipment and staff development opportunities, and community outreach and beautification projects (Sanders & Harvey, 2002); however few such instances are seen at the case school. In addition to current engagement being focused on student centric activities, a third of respondents to this study also indicated that they currently do not support any community-school activities. Lack of time and an unawareness of opportunities appear to be the most commonly listed reasons for not engaging. This is a crucial finding because though there is clear interest to engage, as seen in the responses to the value and benefit of community engagement, there is a lack of engagement. One respondent summarized this point clearly: "present opportunities to participate on a regular basis, a lot of us are willing." This suggests that opportunities for engagement need to be made more public and be designed in a way to not require large amounts of time from participants.

Based on these findings, it is recommended that the school should be more proactive in their communication to the community about school goals and progress in meeting them, as well as opportunities for the community to engage. Additionally, opportunities should be focused less on specific events and rather be more aligned with the school's goals. One way the school could

try to solicit support for these types of opportunities is by being explicit in what is needed and how this ties back to the school vision and goals, such as asking for internship opportunities from local businesses. Literature speaks to the importance of two-way dialog and continuous flow of information (Bronn & Bronn, 2003; Koschmann, 2007). The high school should focus on how to encourage this continuous flow of information. The next section will look at specific communication preferences, which the school leadership can capitalize on to enable a two-way, continuous flow of information.

Means of Communication (Receiver and Originator)

Research shows that communication is an enabler of stakeholder engagement (Lewis, 2007) and this study provides insight into the community communication preferences. Communication, in this case, needs to be thought of both in terms of community members being receivers and senders of messages. Traditional communication channels such as email appear to be the most preferred channels for community members to receive information from the school. As one respondent stated, the “school should send more communication via email. Most people have email on their cell phone and/or have email up during work hours.” Currently, the school also relies on students as being a messenger between the school and parents. Many respondents indicated that this may not be the best means for engaging community members and parents. As per one respondent, “communicate with parents often, not necessarily through students. Students tend to not inform parents as often as we would like.” Other preferred means incorporated local community resources such as the local newspaper and a school bulletin or newsletter. These preferences, each can be thought of as enabling one-way flow of communication, and truly do not get at the dialog that research has indicated to be so invaluable to successful community engagement (Cunningham, 2004; Farkas, et al., 2001; Koschmann, 2007).

As senders of messages, community members also prefer convenient, one-way communication channels. The majority of respondents indicated that they would be very likely to send emails to the school if they wanted to get engaged. However, communication channels that require physical action or more time on behalf of the originator, such as going to a meeting or finding a community member who is already engaged, may not be a consistently utilized communication channel by the community. This is also in line with the finding that lack of time is one of the main reasons that people do not currently engage. Additionally, “because the Parent Principal Forums are at the same time on the same day of the week, every month, they conflict with other community obligations” therefore making it nearly impossible for interested individuals who have other commitments to attend any of these sessions. This creates an additional barrier for interested community members to engage in dynamic dialog with the school.

Based on the communication preferences expressed by the community, communication is one-way and low in dialog. Enabling two-way communication is crucial to successful engagement (Bronn & Bronn, 2003; Koschmann, 2007). Though quick and convenient channels, such as email and the school website, seem to appeal to the community and should be encouraged, collaborative and interactive dialog will not be created via these chan-

nels. To enable two-way communication, the school must allow for mechanisms where the school and community can engage in continuous dialog (Farkas, et al., 2001; Koschman, 2007). Physical meetings, while effective (Burbank & Hunter, 2008), seem to only address the preferences of a portion of the target audience for this study. However, there seems to be a strong preference for quick and convenient channels of communication. One recommendation that school can implemented to capitalize on both expressed preferences is implementing a community engagement section on their website and offer a “submit a question or provide feedback” functionality, where community members can easily inquire or provide input. Incoming messages will need to be monitored by the high school leadership team. This community engagement section can be used to highlight opportunities for engagement, list upcoming meetings, highlight members of the community who are engaged, provide updates and status on school goals, and offer the mechanism for community members to submit questions or feedback. This would allow for the creation of dialog and interactivity, and would still be in line with the preference expressed by the community. The final area of discussion is concerned with preferences related to sources of communication.

Sources of communication

Effective communication strategies must not consider simply the communication channel, but also the communication source (Sanders & Harvey, 2002). Findings from this study indicate preferences for sources of communication and show that school officials are the most preferred source for school related communication. This seems natural, as school officials are at the core of the school and community members turn to school leadership to gauge if engagement is supported (Farkas, et al., 2001). However, literature shows that community engagement is most effective when communication does not only originate from the school, but rather when actively engaged community members become local advocates for school engagement (Burbank & Hunter, 2008). The findings of this study indicate that parents seem to be natural sources of information on school activities, however did not reveal that other community members are a preferred source of communication amongst the community.

One speculation is that it may not be apparent who the actively engaged members of the community are. The school therefore needs to find ways to increase visibility of engaged community members. Given that respondents indicated they are likely to reach out to other parents, one recommendation is that the school be more transparent to the community about the parents who are actively engaged and ask these parents to be available for inquiries. This would start to build a network of community advocates, starting with highly engaged parents. Community advocates should extend beyond parents though (Burbank & Hunter, 2008). An additional recommendation is for the school to consider alumni as a group to support building the community advocate network. As one respondent stated, “there is a very strong alumni presence in the community that the district could engage.” Focusing on these two groups would provide the high school with a small core group of individuals to start to build a community advocate network, which will provide a solid foundation on which further development and growth of engagement can be built (Epstein, et al., 2011).

In summary, there are three key recommendations the school can take based on findings from this study and the review of literature. First, be more proactive and transparent in communicating with the community about opportunities for community engagement that are linked to school goals. Second, increase use of email and the school website to disperse communication, while also creating a community engagement space on the website to post and solicit information and enable two-way dialog. And third, solicit engaged parents and alumni to help build a community advocate network, to serve as an alternate source of communication regarding community engagement and provide a means of physical engagement beyond the website and email with the school.

Limitations

The original intent for distribution of this study was to solicit participants via stratified random samples from the school district's community database, with sub-groups defined as parents, local businesses, and other community members. However, the school district only approved access to the database managed by the high school rather than the full community database. This database still consists of the parents of all current and some former high school students, which provided access to a crucial set of individuals within the community. Future research would benefit from expanding the audience to the community at large, including local business and other community members, not just parents. Given the participants, to whom this study was distributed, it must also be noted that the timing of release of this survey was not ideal. The study was distributed during the summer months, after graduation and before the start of the new school year. As such, parents of students who just graduated and parents of students who would be freshmen in the fall, are likely to not have been interested in or even part of the database. This may be one reason for a lower than expected response rate. Future studies should be conducted during the academic year. Lastly, survey questions referring to existing community members or individuals who are already engaged should be defined more clearly in future studies. Review of the open-ended responses indicated that these definitions were not clear to all respondents. Future studies should provide clear definitions as part of the survey instrument.

Conclusion

With amplified focus and scrutiny on the effectiveness and budgets of public schools, there is an increased need for schools to ensure they understand and meet stakeholder needs. Of specific interest in this study were external stakeholders, which for schools consist of the local community. As such, the need for schools to increase community engagement to meet established school goals was identified. Not doing so could result in loss of funding, inadequate progress against standards, and a decrease in local support and resources. In order to increase community engagement, schools must focus on implementing strategies that will encourage increased community participation in school events or programs and will increase the amount of two-way communication between the school and community. Taking into consideration the communication source and channel preferences that the community holds, allows for schools to develop strategies that focus on the needs of their target audience, which in turn reinforces the notion that the community plays a crucial role in achieving school goals.

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Where Have All the Lithuanians Gone?

A Study of St. Casimir's Lithuanian Parish in South Philadelphia

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The ethnic landscape of South Philadelphia has been in flux throughout the late 20th century and into the 21st century. The large groups of European immigrants who came to the city of Philadelphia in the late 19th and early 20th centuries have since dispersed to other areas, and Philadelphia as a whole has seen a drastic shift in population in recent decades. The years from 1868-1914 saw 500,000 immigrants enter Philadelphia,¹ making Philadelphia the third largest immigrant city in the United States at that time.

The majority of these immigrants were unskilled peasants from southern and eastern Europe. Many were also practicing Catholics who tended to settle together due to their common language, culture, and faith. Patrick John Ryan, who became Archbishop of Philadelphia in 1884, took special interest in creating national parishes and encouraging parishioners to live close to their church, and he was quite successful in this effort. At the end of his tenure in Philadelphia, which concluded with his death in 1911, there were in existence 297 Catholic churches, 141 Catholic schools servicing 66,612 pupils, and the overall Catholic population in the city of Philadelphia was 525,000.² Those numbers only continued to grow after his death. In recent decades, however, many of these Catholic churches and schools, which once served as unifying forces for European ethnic groups and as a focal point for local communities, have become casualties of the changing culture and shifting demographics. Year after year, the doors of more Catholic churches and schools in Philadelphia are shuttered due to a steep decline in parishioners. The aim of this study is to investigate this societal change more closely through the study of St. Casimir's Parish, the first Lithuanian Catholic Parish ever founded in Philadelphia.

St. Casimir's Parish played a vibrant role in its surrounding community in the 20th century, through both the existence of its church and its adjoining elementary school. In 1993, St. Casimir's Church celebrated its 100th anniversary with much fanfare. Nineteen years after that celebration, the church building remains, but only as a worship site.³ In addition, the Archdiocese of Philadelphia closed St. Casimir's School at the end of the 2005-2006

school year. The school served the South Philadelphia community for 100 years before it closed. The parishioners of St. Casimir's once were vital participants in the life of South Philadelphia. They owned many local businesses, and actively sought ways to be involved in their local community through the development and expansion of social clubs. However, few traces of the Lithuanian presence in South Philadelphia remain in existence today. Typical societal trends such as the mass move to the suburbs and a shift in the general public towards a more secular society certainly factored into the decline of St. Casimir's, but they do not tell the whole story. The major cause that eventually led to the closing of the parish and school was the parishioners' loss of a sense of community through the demise of their social groups and the inability of younger generations to connect with the Lithuanian heritage upon which the parish was founded.

To have a better understanding of the combination of issues that led to the demise of St. Casimir's Parish and School, it is necessary to trace the history of the parish. Much of what can be learned about the early years of the parish comes from short histories written by parishioners for various anniversary celebrations. Booklets were created for the 25, 50, and 100th anniversary celebrations for the church, as well as the 100th anniversary of the school. These booklets are a rich source of information as they provide a narrative history, images of the church and its parishioners, records of some of the social groups, and advertisements for local businesses. Within their pages exists a wealth of information just waiting to be explored further. Any gaps left by these booklets are filled in by additional research and interviews with those who attended St. Casimir's and remain in the neighborhood.

The Lithuanians were one of many European immigrant groups who came to the United States on ships that landed at the Washington Avenue Immigration Station on the Delaware River, which processed approximately one million immigrants during its existence from 1873-1915.⁴

While many immigrants chose to board trains and make their livelihood in other areas of the country, those who elected to stay in Philadelphia did not stray far from their initial point of entry at Washington and Delaware Avenues. In 1890, a small group of passionate Lithuanian Catholic immigrants in South Philadelphia began collecting funds under the name of St. Anthony's Parish,

1 Jaipaul, PhD, *Directory of Ethnic Resources of Philadelphia and Delaware Valley* (Philadelphia: Ethnic Heritage Affairs Institute, Inc., 1976), 94.

2 "Patrick John Ryan," *Catholic Encyclopedia*, Accessed December 6, 2012, <http://www.newadvent.org/cathen/13282c.htm>

3 A worship site is a church whose parishioners have been folded into another parish. The worship site cannot celebrate christenings or weddings. It can, however, celebrate regular masses and funeral masses. St. Casimir's Church is now a worship site of St. Andrew's Parish.

4 Historical Society of Pennsylvania, "Washington Avenue Steamship Landing and Immigration station," accessed October 1, 2012, <http://www.philaplace.org/story/190/>

with the hope of gathering enough money to start their own Lithuanian parish. For three years they sought funding, gathered more people, and attended masses together in various places throughout the city; however, there were no priests in Philadelphia who spoke Lithuanian, and many of the immigrants had not learned English.

During this time, Archbishop Ryan was greatly interested in developing national

parishes. It is important to note what is meant by the term 'national parish' in this context. These parishes were created to serve a specific nationality and that nationality only. For example, a person who was not Polish could not become a parishioner of a Polish parish or attend a Polish Catholic school. Archbishop Ryan supported this effort because he recognized that non-English speaking immigrants would feel more encouraged to continue practicing their faith if they could attend mass in their spoken language and live within a community of others who spoke their language and shared their customs. He encouraged parishioners to live close to their church and to sell their properties only to other parishioners.⁵In doing so, he played a major role in creating distinct ethnic pockets in Philadelphia neighborhoods.

Archbishop Ryan interceded on behalf of the Philadelphia Lithuanians and requested that a Lithuanian-speaking priest be sent to Philadelphia. In 1893 Reverend Joseph J. Kaulakis, who had been recently ordained in Belgium, was sent to Philadelphia to become the first Lithuanian pastor in the city. Upon the arrival of Father⁶ Kaulakis, the parish consisted of 60 families and included 200 individuals. Though they now had a pastor, the Lithuanians still did not have a permanent building to call home. Father Kaulakis' very first mass was said at the church of St. Alphonsus, located at 4th and Reed Streets. Lithuanian masses continued to be held at St. Alphonsus for the next six months, after which they used Old St. Joseph's Church at 321 Willings Alley, about a mile away from St. Alphonsus. Finally, in 1894, the parishioners collected enough money to purchase a small Protestant church at 5th and Carpenter Streets. For the price of \$7,500, the Lithuanians were able to have their own church. Unfortunately, problems soon arose after the purchase.

First, the parishioners made the decision to grant the title of the church to the organization of St. Anthony's Beneficial Society, which was made up of neighboring Lithuanians. The parish church also took the name of St. Anthony's Lithuanian Parish. This is where the story gets a little hazy. The only currently accessible record about the ensuing legal drama between the parishioners and the Beneficial Society comes from the Anniversary booklets for St. Casimir's Parish; therefore, their account may be one sided. The official church history claims that when the number of parishioners quickly outgrew the capacity of the church, St. Anthony's Beneficial Society would not allow the sale of the property so that the parish could purchase a larger one. The narrative provided in the programs is vague, but it appears that members

of St. Anthony's Beneficial Society included non-Catholics and non-Parishioners who wanted to keep the church building for uses other than that of a Catholic church. The parishioners took the matter to the civil courts, and the courts decided in favor of the parishioners. "The courts sustained the Catholic Church, holding that an institution organized as a Catholic institution must remain one and belongs to all the Catholic parishioners."⁷Even though they won the court ruling, St. Anthony's was closed until it could be sold, and the parishioners were forced to travel to other churches once again to hear mass in Lithuanian.

This did not discourage the group, however. In fact, the number of parishioners continued to grow over the next five years as the parish held Lithuanian masses across Center City and South Philadelphia at the churches of Holy Trinity at 6th and Spruce Streets, St. Mary Magdalene at 7th and Montrose Streets, Old St. Mary's at 4th and Locust Streets, and St. Phillip at 2nd and Queen Streets. The five years during which the South Philadelphia Lithuanians had no permanent home were referred to as the "period of disturbance" in the parish histories.

Also during this time, under the guidance of Father Kaulakis, a second Lithuanian parish was formed to service Lithuanians in the Port Richmond, Bridesburg, and Frankford sections of Philadelphia. Some of the Lithuanians who had settled in these more northern parts of the city had been coming to the masses in South Philadelphia; but, with the instability of the situation with St. Anthony's Church, Father Kaulakis took the opportunity to form another Lithuanian congregation. They used a German Catholic school hall until they could erect their own church, St. George's, in 1902. A third Lithuanian Catholic Church was established in 1924 at 19th and Wallace Streets under the name of St. Andrew's Lithuanian Church.

The Lithuanians of South Philadelphia found their permanent home in 1905, when a large Protestant church at 326-336 Wharton Street was purchased for \$50,000, funded both from the proceeds of the sale of St. Anthony's Church and money collected by parishioners. The first mass in the new building was held on July 2, 1905; however, the church had been left in a state of ill repair, and the parishioners spent another \$25,000 remodeling and converting it into a Catholic place of worship. On May 30, 1906, Archbishop Ryan dedicated the newly remodeled building as St. Casimir's Church, named after the patron saint of Lithuania.⁸Now that the Lithuanians had a permanent church, they turned their attention to developing a school. The following fall, St. Casimir's began holding classes in the church basement. Two teachers taught the classes, one who spoke English and one who spoke Lithuanian. This primitive model of teaching continued for six years until the Sisters of St. Casimir took over the teaching duties. By 1918, the parish consisted of approximately 1,000 families, and over 2,000 individuals. To keep up with the demands of the parish and now the school, additional property around the church was purchased to build a convent, a rectory, and a separate school building.

5 Allen F. Davis and Mark H. Haller, ed., *The Peoples of Philadelphia: A History of Ethnic Groups and Lower-Class Life, 1790-1940* (Philadelphia: University of Pennsylvania Press, 1973), 243.

6 Catholic priests often prefer the title of "Father" to the more formal title "Reverend."

7 Svento Kazimiero Parapijos Auksinis Jubiliejus 1893-1943 (St. Casimir Parish Golden Jubilee) (Philadelphia, 1943), 11.

8 Casimir Jagiellon was the crown prince of Poland and the Duchy of Lithuania, and was named patron saint of both Poland and Lithuania. Lithuanians have always held a special devotion to him.

The development of social groups during this time was fundamental in keeping the community of parishioners tightly knit in support of their parish. Especially during World War I and World War II, nationalistic pride was high, and the parishioners were concerned about their fellow Lithuanians who were struggling back in the home country. For these parishioners, St. Casimir's was not just a church to worship in, it was a way to stay in touch with their roots--to remember where they came from. The 25th anniversary booklet featured an article penned by Father Kaulakis, entitled "An Appeal From the Lithuanians." Written in 1916, the article encouraged parishioners to donate to the war effort in Lithuania. He wrote: The Lithuanian nation is now passing through the most critical hour of her history! While the flower of her youth has fallen on the battlefield, while her population has been massacred, led into captivity, scattered through a country ravaged by warm fire, and plunderers, a country where the inclemencies <sic> of the season are prolonged, and while stoically supporting her suffering, she is worthy of the raising of our voices in her favor and making this appeal to generous hearts, to give assistance to her unhappy and poverty-stricken population.⁹

Donations were directed to The Philadelphia Central Relief Committee of the Lithuanian War Sufferers at 324 Wharton Street, the address of St. Casimir's Church, showing once again that the parish played a central role in the community.

Once Lithuanians felt confident in the permanency of St. Casimir's Church, they settled in the area and opened businesses. Evidence of these Lithuanian-owned businesses can be found in the advertisements located in the anniversary booklets. One particularly intriguing advertisement found in the 1918 booklet belonged to Petronele Lomsargis. The advertisement featured her headshot (her face is rather rotund and her countenance quite serious) and was written entirely in Lithuanian. A rough translation reveals that she was a practitioner of herbal medicine, offering relief specifically from rheumatism. She also claimed to give good advice.¹⁰ Her business was located at 1814 S. Water Street, which was torn down to make room for Interstate 95.¹¹ Another advertisement in the 1918 booklet featured the Bigenis Funeral Home, which was still in business as recently as the 1990s. The building remains, and is now the Donnelly Funeral Home. Joseph Kavalasuskas owned another funeral home at 1601-03 S. 2nd Street, which is now the Rachubinski funeral home.

The number of Lithuanian owned businesses continued to expand over the next 25 years, according to the 50th Anniversary booklet. It seems as though a Lithuanian could fill almost any need he or she had by patronizing only Lithuanian businesses, the majority of which now exist only in memory. In Philadelphia: A Study of Conflicts and Social Cleavages, the authors assert that because minority groups such as the Lithuanians "...Tended to cluster in tight neighborhoods and dominate certain occupations, their presence

was strongly felt despite their small numbers."¹² The Lithuanian presence was certainly felt in the neighborhood surrounding St. Casimir's. Many shops dominated the area of South 2nd Street in particular. Some examples include Merkel Bakery, owned by Joseph Jakstis, and located at 1315 S. 2nd Street, Herman's Grill at 1505 S. 2nd Street, Tillie's Flower Shop at 1225 S. 2nd Street and Vasuskas Meat and Groceries at 1419 S. 2nd Street; all have since been converted to residences. Rimeika's Restaurant, which specialized in seafood, was located at 1726 S. 2nd Street, where Normans Juvenile Furniture now stands. Charles Kisielius Lithuanian Grocery Store at 301 Wharton Street now holds the offices of Marino & Associates. Two blocks west of St. Casimir's Church, a man alive in the 1940s might have gotten his hair cut by Paul Spudis at 1219 S. 5th Street; that block was razed in recent years to create a new residential development. Valaitis Motor Service,

located at 1730-34 East Moyamensing Avenue, is one of the only businesses advertised in the 1943 booklet that is still in existence; although it is no longer owned by Lithuanians, the current owners have kept the name.

Disaster struck St. Casimir's Church in 1930, when a catastrophic fire burned the entire church building to the ground. Despite the fact that the United States had entered the Great Depression, the Lithuanians remained undaunted and rebuilt their church within a year under the leadership of Father Kaulakis. Shortly after the church was rebuilt, Father Kaulakis passed away, and Monsignor Ignacius Valanciunas became the new pastor. He took up the mantle of restoration and oversaw the interior work for the new church. The parish continued to flourish under Msgr. Valanciunas. In 1942 a Kindergarten was added to the school, and in 1943 there were 18 different social groups active in the church.¹³ During World War II, 336 men and 9 women who were parishioners of St. Casimir's served across every branch of the United States Armed Forces.¹⁴ The names of 27 young men who lost their lives, along with their addresses, were printed in the 50th anniversary booklet. All lived quite close to St. Casimir's Church. An honor roll list of all who served was also included.¹⁵ After the war, a new wave of Lithuanian immigrants arrived, looking for freedom. These people had been taken forcibly from their homeland and coerced into working in German labor camps. Their numbers helped sustain the parish for a while; however, they did not join many of the pre-established social groups, choosing instead to create their own groups.¹⁶

Bad luck struck St. Casimir's again in 1951, when the church suffered yet another fire when a heating oil tank exploded in the church basement. This time, the bell tower and some of the walls were saved, but little else was salvageable.¹⁷ Still, the tenacious Lithuanians once again rebuilt their church. St. Casimir's Catholic

9 Commemoration of the Twenty-Fifth Anniversary of St. Casimir's Parish, Philadelphia, PA and of the 25th Anniversary of Rev. J.J. Kaulakis' Orientation to the Priesthood, 1893-1918 (Philadelphia, 1918), 43.
 10 1918 booklet.
 11 In the Pennsport area of South Philadelphia, I-95 runs above ground, parallel to Water Street. Hundreds of homes on Front Street and Water Street were demolished to make way for the interstate. Many St. Casimir's parishioners lived in these homes.

12 Peter O. Muller, Kenneth C. Meyer, and Roman A. Cybriwsky, Metropolitan Philadelphia: A Study of Conflicts and Social Cleavages (Cambridge, MA: Ballinger Publishing Company, 1976), 11.
 13 St. Casimir Church, Philadelphia PA, 100th Anniversary, 1893-1993 (Philadelphia, 1993), 18.
 14 Ibid., 13.
 15 Both of my Grandfathers were listed in the World War II Honor Roll. Stanley Aros, listed as "Airosius Stasius," served in the U.S. Navy, and Casimir Zemaitaitis, listed as "Zemaitaitis Kazys," served in the U.S. Army.
 16 Conversation with Charles and Margaret Petronis, December 8, 2012.
 17 100th Anniversary Booklet, 13.

War Veterans Post #652, which was established in 1946, played a large role in fundraising for the rebuilding efforts.¹⁸In the meantime, parishioners returned to St. Alphonsus to celebrate mass until the rebuilt St. Casimir's Church was ready for rededication on September 13, 1953. Many of the social groups remained active through the 1950s, but the church was not immune to the changes going on in the city around them.

One of the most popular events for local teenagers was the weekly dance for Catholic school students held in the school hall. Parishioners, like Stanley Aros, Sr., would volunteer to sell tickets and refreshments, chaperone, and clean up. The dances began to attract teenagers from public schools who were not allowed entrance, which sometimes led to fights outside the building. Some windows were smashed during one such altercation in 1963, and many involved felt running the dances was too much work, and they could no longer guarantee the safety of the children. The clubs began to disappear. It would be easy to attribute the marked downturn in parish activities to the overall patterns of change in the city of Philadelphia, and certainly there are overarching societal patterns that played a role. Many of the original founding generation had passed on and each subsequent generation became more and more Americanized. Additionally, many working class families moved to the suburbs either to follow their jobs or simply because they had enough money to afford such a luxury. Still, many people who live well outside the city limits travel back to the city to support other parishes, such as St. Andrew's in Fairmount; so, there must be another factor.

Upon interviewing several parishioners who lived through the changes in the 1960s and onward, it was discovered that Reverend Clarence Batutis, who succeeded Msgr. Valanciunas, was a rather unremarkable pastor during the period he was in charge of the parish from the mid-1960s to the mid-1970s, especially in comparison to his two very popular and charismatic predecessors. An article celebrating the 100th anniversary of St. Casimir's Parish, printed in the October 7, 1993 edition of *The Catholic Standard and Times*, seems to support this, as it simply states: "Msgr. Valanciunas was succeeded by Father Clarence Batutis who had a less dramatic pastorship,"¹⁹while the article spends much more time praising his predecessors and successor.

One of the assistant priests under Father Batutis was the young, energetic priest, Reverend Eugene Wassel. Father Wassel was very interested in encouraging the community relationships, especially among the youth. According to parishioner Stanley Aros, Sr., "Father Wassel...was the best one. He run the dances, he run the basketball, he run the Boy Scouts, the Girls Scouts-he run everything! And he was always around. He was always around to help you out if you had a problem."²⁰Father Wassel was integral to the

creation of the Ladies Guild in 1960, which became vital to parish and school fundraising, and he helped oversee many of the other clubs that had already been in existence. However, parishioners report that when Father Wassel was called upon by the Archdiocese to become an assistant at another parish, Father Batutis did not want to put the time and effort into maintaining these groups, and summarily disbanded quite a few of them. Among the many groups that ended while Father Batutis was pastor was the Young Knights of Lithuania, which educated the youth of the parish about Lithuanian traditions and customs.²¹ With the younger generations already losing touch with their national roots, the effect that losing this club had on a generation of parishioners is incalculable. For example, James and Elizabeth Aros (Zemaitaitis) graduated from 8th grade at St. Casimir's School in 1964. They later married. The Young Knights of Lithuania and the parish dances had both ended before they reached 8th grade, and out of their class of 18, they are the only ones who remained in the neighborhood and stayed active in the parish. While they do believe that a lack of Lithuanian heritage tying people to the parish played a huge role in the decline of the social groups, they also pointed out that their generation was the first to have large numbers of high school graduates go off to college. Many of their classmates met their future husbands and wives in college, and chose to settle in other areas rather than return home to South Philadelphia.²²

The increasing tendency of the younger generations to marry outside the parish only added to the estrangement of the parishioners from their Lithuanian heritage. For many immigrant nationalities, there was once a stigma attached to marrying someone who was of a different ethnicity. This was not true of the Lithuanians. They often married people of a different ethnicity, and as a result, their progeny became less likely to identify themselves as Lithuanian. It became necessary to change the nationality rule that required a person to be of Lithuanian descent to become a member of the Parish or to attend the school. Father Wassel had lobbied for this change while he was assistant pastor under Father Batutis, but Father Batutis did not want to stir the pot and upset other neighborhood parishes. During this time, St. Alphonsus closed.²³ The two parishes had a rich history, even sharing school buildings for a time, but because of the nationality rule in place, St. Casimir's lost the opportunity to welcome former St. Alphonsus parishioners to their church and school.

One of the more remarkable facts about St. Casimir's Parish is that in its 118 year history, it only had five pastors. Father Wassel returned to St. Casimir's in 1975 to succeed Father Batutis as pastor. Father Wassel remained a dedicated and beloved leader of the church, who did all he could to bring life back to the parish. The celebration of the 100th anniversary, which lasted from 1992-1993, was perhaps his crowning achievement. Many

18 Conversation with Charles Petronis. Mr. Petronis is a former Post Commander of St. Casimir's Catholic War Veterans Post #652 and current Commander of the Philadelphia County Catholic War Veterans. Charles and his wife Margaret are also two of the few remaining South Philadelphia who are still active with the Knights of Lithuania.

19 Lou Baldwin, "At St. Casimir's: A Turbulent Century of Faith," *The Catholic Standard and Times*, October 7, 1993, 11.

20 Stanley J. Aros, Sr., interviewed by Maryanne A. Morrison, March 31st, 2011, 42-43.

21 Many adults in the parish were active in the Knights of Lithuania, a national organization that will be celebrating its 100th anniversary in 2013. The group was quite active in the parish at one time, but very few South Philadelphians remain active in the organization today.

22 James and Elizabeth Aros are my parents. Four generations of my family have belonged to St. Casimir's Parish. These details come from conversations with them.

23 St. Alphonsus closed in 1972 and most of their parishioners went to Sacred Heart Parish.

parishioners were involved in planning the year long celebration, which consisted of multiple concerts, an “oldies” night, a country western dance, an Oktoberfest event, a Valentine’s Day breakfast, and a spaghetti dinner, among many other events. The celebration culminated with the Jubilee Mass, which was held on October 3, 1993. Cardinal Anthony Bevilacqua was the main celebrant, and was accompanied by thirty other members of the clergy. There was not an empty seat in the church. Despite all of the excitement surrounding the 100th anniversary, the numbers of parishioners still continued to decline. Unfortunately, so did Father Wassel’s health, as he began to fall under the grips of the unrelenting disease known as Alzheimer’s. Parishioners did all they could to assist him as he struggled to preside over mass, but eventually everyone had to face the truth and admit that it was time for Father Wassel to retire as Pastor.²⁴

The Archdiocese asked Reverend Peter Burkauskus, who was already the pastor of St. Andrew’s Lithuanian Parish in Fairmount, to take on pastoral duties at St. Casimir’s as well. Some parishioners did not immediately welcome Father Burkauskas, due to his decision to remain loyal to St. Andrew’s and reside at their rectory instead of St. Casimir’s. For over a century, the parishioners of St. Casimir’s had a dedicated pastor living on premises; now, they had to share one with another parish located across the city.

Father Burkauskus tried to reinvigorate the parish. At St. Andrew’s, there is still a mass said in Lithuanian. Father Burkauskus attempted to introduce some Lithuanian elements of the mass at St. Casimir’s, but it was not a popular move. He also purchased a new organ and had the interior of the church renovated for the first time since the 1970s. Even though many praised the outcome of the renovations, it became a sore subject with some parishioners who felt that the money should have been spent on other things. Some of the more popular moves he made were to introduce “Fellowship Sunday” which is a reception held in the church basement after 9 O’clock mass on the second Sunday of each month, and to commission the construction of a beautiful Lithuanian Wayside Cross²⁵ that now stands next to the rectory.

In 2000, St. Casimir’s held a homecoming celebration to celebrate the rededication of the remodeled church. The event was very successful as many former students of St. Casimir’s School returned to see the results of the renovation and attend a dinner following mass. An attempt was made to hold a similar celebration each year thereafter, but interest petered out as the years went on. It was simply impractical to rely on a once-a-year event to maintain funding for the church and the school.

A Lithuanian festival held on the 300 block of Wharton Street in front of the church in 2005 was quite popular; however,

24 During this time, I was a lector at St. Casimir’s, and I remember the downturn in his health quite vividly. Fr. Wassel was the pastor who baptized me in the hospital when I was a very sick newborn. I had been given a grave prognosis, but the day after my baptism, I was removed from ICU and on the path to recovery. Due to this personal connection, I may have a biased perspective, but I have only fond memories of Father Wassel as being friendly and approachable, and as someone who really became the heart and soul of the parish.

25 For more on the history of the Lithuanian Wayside Cross, visit <http://sacredsites.com/europe/lithuania/hillofcrosses.html>

many of the dancers and other entertainers, as well as most of the attendees, were from outside of the parish and came only to celebrate that one day. This successful one-time fundraiser and its participants provide an interesting juxtaposition to the newer St. Casimir’s parishioners and school children who had no Lithuanian heritage whatsoever. As much fun as it was for the old timers and those coming in from other areas, it was impossible to engender any sort of real Lithuanian pride in people who did not have that shared heritage.

Unlike other nationalities that are visibly celebrated in America (for example, the saying that “Everybody is Irish on St. Patrick’s Day” or the proliferation of “Italian” style restaurants), Lithuanians do not share a widespread cultural recognition. Part of this problem is simply in the number of immigrants. In the 1920 census, which followed one of the largest periods of Lithuanian immigration to Philadelphia, there were 4,392 Lithuanians living in the city, making it the 10th largest immigrant group. For comparison, there were 64,500 Irish and 63,223 Italians living in the city at the same time.²⁶ To know how many there are nowadays is practically impossible as most of these European groups have become grouped together as “Caucasian” or “White” and are no longer categorized by their individual ethnicities.

In a 1976 publication by the Ethnic Heritage Affairs Institute in Philadelphia, author Jaipaul had already noted that some ethnic groups had begun to Americanize. He calculated that at the start of the 20th century there were about 30 different Lithuanian organizations active in Philadelphia, but that they were mostly buoyed by a nationalistic renaissance. Their memberships declined as the older generations died off and their increasingly Americanized offspring did not replace them in the ranks of the groups.²⁷ This pattern was certainly followed at St. Casimir’s. Though the youth groups were not ended due to a lack of interest, as those youths grew up they would be the ones to replace their parents and grandparents as important members in other social groups. Due to disinterest and declining membership, the dwindling of two clubs in particular really hit St. Casimir’s hard: The Ladies Guild, and the Catholic War Veterans post. The Ladies Guild was disbanded in 1984, mostly because the increasing numbers of working mothers did not have enough time to devote to the planning and execution of the fundraisers. The Post, while still active, has seen the loss of most of its original members, and by the end of the 1990s, the younger members were no longer active in supporting the church.

St. Casimir’s School finally closed in 2006, having just celebrated its 100th anniversary. The reasons for the closing of the school are less complex than the reasons for the parish. Beginning in the second half of the 20th Century, the Catholic Church as a whole has seen a marked drop in men and women who are called to the priesthood and sisterhood. For many years, students in the Catholic schools in Philadelphia were taught by nuns, which helped keep the cost of running the schools very low. As the nuns grew older, and not enough young women were entering the convent to replace them, the schools had to turn to lay teachers. In 1990, St. Casimir’s School had to deal with this exact problem, as the Sis-

26 Davis and Haller, 204-206.

27 Jaipaul, 94.

ters of St. Casimir withdrew from the school after 78 years, choosing to send the few nuns they had remaining to schools in other areas of the country that were still flourishing, such as Chicago.

The added expenditure of paying a reasonable salary to lay teachers has made the cost of running a Catholic school skyrocket, and many just cannot keep up with the expense. In the Archdiocese of Philadelphia, parish schools also have become a drain on the parishes themselves because they must help to subsidize the school largely through parish donations. According to an article printed in the South Philly Review, the school's projected budget deficit at the end of the 2006 school year was \$300,000, and this was in spite of a \$200,000 donation given by an anonymous donor.²⁸ The cost of attending St. Casimir's School in its last year was \$1,950 for parishioners and \$3,000 for non-parishioners and non-Catholics. This cost, regrettably, became too prohibitive for many of the families who now live in the area. St. Casimir's School had an enrollment of only 99 students during its final year in operation. One reason why parents continued to send their children to Catholic schools despite the cost of tuition, was because they saw Catholic schools as the safe alternative to the troubled Philadelphia public school system. Over the past decade, however, Philadelphia has seen a dramatic rise in Charter schools. These schools are proving to be another safe alternative to the public school system, and are free. The same story is happening to Catholic schools across the city, though South Philadelphia has been hit particularly hard. In 2012, the Archdiocese of Philadelphia closed Sacred Heart of Jesus School and Mount Carmel School, the only two Catholic schools that remained in St. Casimir's neighborhood. In the area of South Philadelphia bordered by South Street to the north, 6th Street, to the west, Oregon Avenue to the south, and the Delaware River to the east, there are now zero Catholic schools.²⁹

Once St. Casimir's School closed, however, the debts to the Archdiocese did not go away, and the parish simply could not remain solvent. Father Burkuskas and the St. Casimir's parishioners put up a valiant effort, but with the loss of the support of a strong local community, it was only a matter of time before reality caught up with them. On August 1, 2011, St. Casimir's Parish ceased to exist, and the church was designated as a worship site of St. Andrew's Lithuanian Parish. Taking a look at the number of parishioners from each church, it was evident that St. Casimir's had been limping along, while St. Andrews continued to increase their numbers. The South Philly Review noted that "From 2000 to 2010, St. Casimir's parishioner count fell from 195 to 182, a 7 percent decline, while St. Andrew's experienced a 59 percent bump by going from 479 to 761 worshippers."³⁰ Other churches have faced similar problems. In Philadelphia, 14 parishes were closed during the eight years Justin Cardinal Rigali was in charge of the Archdiocese, including St. Casimir's. Of the 14, two were renamed

and became combined parishes, and St. Casimir's was one of only three churches to remain open as worship sites. The others include St. Stanislaus, which was a Polish parish in Queen Village, and Immaculate Heart of Mary serving Northern Liberties.³¹ The remainder of those churches were closed entirely. Since that time, many more schools have been closed and rumors abound that many more parishes will be receiving the axe once a current feasibility study is completed.

The makeup of the neighborhood surrounding St. Casimir's Church today is quite different than it was in its heyday due to the groups of people moving in and out. After the initial immigration boom at the turn of the 20th century, immigration to Philadelphia experienced a few more waves but remained largely stagnant. Not only were new immigrants not coming to city, the old residents were leaving and dying out. From 1970-2000 Philadelphia lost 22% of its total population. A study by Good and Schneider in 1994, cited in Global Philadelphia, found that between 1970 and 1980 Philadelphia lost more jobs to its suburbs than any other major U.S. city.³² Immigration did begin to pick up in the 1990s, and the decade from 1990 to 2000 saw the foreign born population grow by 30%, even though the overall population of the city actually decreased by 4%.³³ For South Philadelphia in particular, the Vietnamese and Cambodians have developed the largest presence, followed by Latin American groups and other Asian groups.³⁴

Many of the factors that contributed to the demise of St. Casimir's Parish and School are common societal trends that are mirrored not only across the city of Philadelphia, but in many major cities in the United States. These include the rise in suburbanization, relocation of jobs, secularization of society, and changes in immigration patterns. Nonetheless, the most striking cause for the downfall of this particular parish and its surrounding community as it existed in the first part of the 20th Century is certainly the loss of their Lithuanian roots, which in turn led to the loss of the community. Looking at the Catholic landscape of Philadelphia, the few parishes that remain vibrant all seem to maintain great pride in their national roots. Even though many parishioners have moved out of the city, they keep returning to their parish church because they are passionate about their community. The best way for such pride to be maintained is likely through a constant flow of new ethnic immigrants to keep the heritage alive.

There are still a handful of Lithuanians left who regularly attend mass at St. Casimir's Church, and Fellowship Sunday is still held and receives a decent amount of participants; yet, some of the St. Casimir's crowd can't help but feel like they are being left behind. Already a year and a half has passed since the merging of the Parishes, and no member of St. Casimir's has been asked to come to St. Andrew's for parish council meetings, as had been promised.

Those who are left in South Philadelphia admit that they never felt like they fit in with the parishioners at St. Andrew's. When St.

28 Fred Durso, Jr., "Unanswered Prayers," South Philly Review, January 25, 2007, accessed October 1, 2012, http://www.southphillyreview.com/news/unanswered_prayers-73729002.html
29 Shaj Matthew, "Hundreds in South Philly Protest Plan to Close 2 Catholic Schools," February 23, 2012, accessed December 3, 2012, http://articles.philly.com/2012-02-23/news/31091540_1_catholic-schoolsmount-carmel-sacred-heart
30 Joseph Myers, "Changing Times at St. Casimir's," South Philly Review, July 14, 2011, accessed October 1, 2012 <http://www.southphillyreview.com/news/cover-story/Changing-times-at-St-Casimir125525408.html>

31 Philadelphia Church Project "Closing the Book on Cardinal Rigali," August 1, 2011, accessed December 5th, 2012 <http://phillychurchproject.blogspot.com/2011/08/closing-book-on-cardinalrigali.html>
32 Ayumi Takenda and Mary Johnson Osirim, ed. Global Philadelphia: Immigrant Communities Old and New (Philadelphia: Temple University Press, 2010), 5.
33 Ibid., 1-2.
34 Ibid., 12.

Casimir's and St. Andrew's first began sharing Father Burkauskas as their pastor, some of the St. Casimir's parishioners wanted to see what St. Andrew's was all about. St Andrew's appears to have received the bulk of the new Lithuanian immigrants who started coming over to the United States after the collapse of the Soviet Union. Some of their members are quite wealthy, and have a very particular way about how they want things to be done owing to their large investments in the parish. Elizabeth Aros relayed a story about her father, Casimir (Charles) Zemaitaitis, who was quite excited about the prospect of once again belonging to a community that embraced its Lithuanian heritage. With their Lithuanian choir, Lithuanian dance troupe, Lithuanian masses and other groups that met and encouraged speaking in the Lithuanian native tongue, perhaps Charles saw in St. Andrew's a place reminiscent of what it was like to belong to St. Casimir's in its earlier days. He was dismayed to find that "outsiders" were not treated warmly by many of the parishioners, and he never felt comfortable there. Even though he was a so-called "blueblood," (100% Lithuanian), he felt partly shunned by his supposed compatriots.³⁵ Charles and Margaret Petronis report similar stories, as do others who prefer not to be named.

Father Burkauskas, speaking to the South Philly Review on the merging of the parishes and the change of St. Casimir's Church to a worship site, said: "Change can bring sadness no matter how firm one's faith is."³⁶ One cannot help but feel the sadness in the voices of the few Lithuanians who remain in South Philadelphia, and wonder if this change was inevitable, or if anything could have altered the fate of their beloved parish. They speculate as to whether the Lithuanians could have formed a stronger coalition had they stuck together in one neighborhood and at one parish. Considering the dispersion of members amongst the three parishes, it stands to reason that if they had combined, they would have been more productive and financially stable; however, there is no way of ever knowing a definitive answer to this question. All that can be known is that the small Lithuanian population that still remains in South Philadelphia have great pride in their heritage. Though they wish things would have turned out better for their parish, they are quite thankful that they still have St. Casimir's Church to worship in.

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³⁵ Charles Zemaitaitis passed away in 2006. This is a recollection of the conversation by his daughter, Elizabeth Aros.

³⁶ Joseph Myers, "Changing Times at St. Casimir's," South Philly Review, July 14, 2011, accessed October 1, 2012 <http://www.southphillyreview.com/news/cover-story/Changing-times-at-StCasimir-125525408.html>

Community Based Participatory Research

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Abstract

Community Based Participatory Research (CBPR) is increasingly used as an approach to build community health and welfare with the use of research partnerships linking communities and academic researchers. CBPR promotes collaborative processes, resulting in programs that facilitate full and equal participation by all research representatives; these include academic partners, community members, and community organizational agents. Woman of Faith and Hope (WOFAH) is used as an example of a non-profit organization that seeks to mitigate the burden of breast cancer in the community it serves in Northwest Philadelphia. WOFAH is an essential component for providing needed educational information and referrals for breast health screening and treatment in this primarily African American community. La Salle University is the academic partner working to help evaluate the use of evidence-based programming and its ability to meet the needs of community members. The need for continued funding to support WOFAH program initiatives is vital; grant providers require information that demonstrates the use of evidence-based programming.

Keywords: community-based participatory research, health disparities, African American breast cancer incidence, evidence-based programs, advanced practice public health nurse

Community Based Participatory Research

Introduction

Community-based participatory research (CBPR) has gained momentum within the last two decades as a process for academic researchers to work together with community partners to increase understanding of topics of concern in underserved populations (Savage et al., 2006; Wallerstein & Duran, 2006). CBPR is a collaborative method allowing all partners to have equal involvement in the research process while identifying the specific asset that each collaborator brings to the process. The ultimate goal works to create changes in the community that come out of social change targeting progress in community health and eradicating health disparities (U.S. Department of Health & Human Services, 2012; Wallerstein & Duran, 2006). This method promotes greater involvement on the part of residents in the community along the research continuum, allowing for improvement in understanding significance and knowledge of research for community participants, organizational agents, and academic researchers (Hergenrather, Geishecker, McGuire-Kuletz, Gitlin, & Rhodes, 2010; U.S.

Department of Health & Human Services, 2012).

Community based organizations (CBO's) often partner with academic institutions to carry out research and assist with transferring new knowledge to constituents in the community (Ramanadhan et al., 2012). Evidence-based practice (EBP) utilizes proven scientific practice to provide professional, expert care that is culturally sensitive and aligns with individual needs and preferences. Community-based research provides opportunity for CBO's to play a vital part in the provision of EBP. Community-based organizations rely on funding from both private and government sources. Federal agencies expect programs to be evidence-based. In the Center for Disease Control and Prevention's discussion of the "The American Recovery and Reinvestment Act of 2009", it reports that the money allocated for programs must be used for "evidence-based clinical and community-based prevention and wellness strategies" (Jacobs, Jones, Gabella, Spring, & Brownson, 2012).

CBPR partners include outsiders to the community under study, such as academic researchers. Community members incorporate the population whose needs are being researched; the idea of community is broad-based and encompasses individuals with shared interests, norms and values, and similar sense of identity. Community members can provide reliable information on norms, local perspectives and valuable ways to conduct the research process. The third partner in CBPR is the organizational representative or "community gatekeeper" (Hergenrather et al., 2010). This role is essential for giving academic partners access to constituents in the community as well as ensuring adherence to research objectives, methods and protection of the community under research. Organizational representatives are vital for promoting and continuing lasting research collaborations.

Partnership principals are important for launching and developing CBPR opportunities. New research relationships take time to establish and form trusting, multidirectional connections and bonds with all collaborators. The following are illustrations of principles of CBPR partnerships: 1) establishment of mutual respect and authenticity, 2) creation and use of formal and informal partnership networks, 3) having clear and concise communication processes, 4) mutual identification of roles and procedures, 5) using each partners strengths and talents, 6) forming an agreement on the purpose and aims of research, 7) maintaining frequent interactive viewpoints, 8) equitable sharing of power and resources, 9) fair acknowledgment of achievements, 10) confronting difficulties as a group, 11) creation and participation with associations built outside of the group, 12) using available environmental resources

to promote group aims, 13) having ownership of collaborative process and outcomes, and

14) communicating outcomes and results to academic groups, constituents, and creators of policy (Hergenrather et al., 2010). These principles highlight the importance of maintaining the tenets of partnership, creation of trust, and cooperation during the CBPR process.

Data Collection

The aggregate population under study includes the members belonging to, and the individuals that connect with the non-profit organization, Women of Faith and Hope (WOFAH). WOFAH exists to provide information, education and spiritual and emotional support to assist women with concerns related to breast cancer. These efforts strive to lower the mortality rate from this disease through screening and early detection (Women of Faith and Hope, Inc., 2012). WOFAH reaches out to all individuals in need of assistance with a primary focus directed toward African-American females residing in the Northwest area of Philadelphia. Opportunities for gathering are open to all ethnic and racial backgrounds; the organization targets low-income African-American women who suffer higher rates of mortality from breast cancer. The majority of program participants are between ages 35 - 75 years; attention is directed to those who are under-insured or uninsured.

Self-help group meetings are held monthly at four locations in the Philadelphia area, providing opportunities for women to attend programs at a variety of sites at different times and on different days of the week. Locations include churches and a community center that are easily accessible to attendees. An additional facility holds meetings on a quarterly schedule. Data is collected from Self-help group meetings with the use of a questionnaire that provides quantitative as well as qualitative information. Quantitative data provides information on participant referral sources, reason for attending, first time attendance status, number of times for past participation, and category (survivor, relative or caregiver). Qualitative data pulls information on participant recommendation for speaker or topic, suggestions to improve programs, session information that was most helpful, and open-ended comments (Appendix A).

Information gleaned from the questionnaire reveals that many of the participants are breast cancer survivors or family members of affected females. The top three reasons for attending programs are for information, support, and membership in WOFAH. A majority have attended group 1-5 meetings in the past. More than half of program attendees are cancer survivors, the second largest group report being caregivers with many in both categories. Self-help meeting participants also document the importance of enrichment and spiritual sustenance received as an integral part of each event (Appendix B).

Review of program evaluation forms completed during 2011-2012 provides evidence of inconsistency in the number of forms that were filled out by participants. Self-help group meetings held during October were celebratory events for breast cancer awareness and questionnaires were not distributed. Meetings were not

held during some months due to program leader unavailability for personal reasons or inclement weather. In some cases evaluation forms were not given out due to unknown factors.

Women often connect with WOFAH at outreach events and receive direction and referrals for breast health screening tests. A Referral Services form is completed by staff or volunteers; this form documents demographics, insurance status, referral source and outcome, mammogram history, current symptoms, and family history. Follow-up communication documents whether individuals have received necessary tests. If testing has not been completed, women are given encouragement and reminders on the importance of self care strategies to mitigate the development of possible disease (Appendix C).

Health Issue of Concern

Community based participatory research was chosen to assess this aggregate due to the positive impact that this process has on decreasing health disparities in underserved and minority populations. Racial disparities are significant with regard to breast cancer incidence and outcomes in African American women (Sail, Franzini, Lairson, & Du, 2012). Although African American females have a lower incidence of breast cancer diagnoses, they have increased rates of mortality compared to White women (American Cancer Society, 2012; National Cancer Institute, 2008). Despite overall improvements in mortality from cancer, higher death rates from cancer in African American women have been influenced by increases due to breast cancer. Reasons that are important in the increased mortality rate for this population involve issues with accessing and using screening measures and therapy, as well as higher risk tumor biology with poorer prognostic factors (American Cancer Society, 2012). Just half (51%) of African American women have local stage disease at diagnosis compared with 61 % of White women. This delay in diagnosis is attributed to lower use of, and greater duration between mammograms, as well as poorer follow-up of abnormal findings. Research has linked issues related to socioeconomic status with differences in the biology of breast cancer; women living in greater poverty have an increased propensity of developing estrogen-receptor negative tumors. Financial instability may affect pathology of breast cancer and genetic traits due to the influence of diet, activity, environment, and reproductive patterns (American Cancer Society, 2012).

CBPR is an effective way to link the academic researcher, La Salle University, with the community partner, WOFAH, and members of the community served by WOFAH. This collaborative relationship brings about change by increasing access, support and educational efforts to improve screening and referral for quality health care treatment. CBPR uses the assets and resources of the community partner organization and community members; these include program participants, facilities where programs and events occur, staff and volunteers, WOFAH website, referral partners, and written literature. The process of CBPR also benefits from the inside knowledge of WOFAH's President and Founder, Novella Lyons (Savage et al., 2006). Ms. Lyons has a unique perspective and comprehension of the understanding, barriers and fears faced by women in the Northwestern Philadelphia community targeted by the organization; she brings forth the silence that permeates this group with the need to encourage women to actively

participate in screening and use of medical care to decrease delays in diagnosis and improve survival from breast cancer (N. Lyons, personal communication, November 2, 2012). CBPR brings the resources of WOFAH together with women in the community through educational and outreach programs that provide information, guidance, physical, emotional, social, and spiritual support. WOFAH provides La Salle University, the academic partner, with access to the non-profit group's participants. The academic partner is assisting with research and assessment of program evaluations to determine the effect of evidence based programming on outcome measures. The effect of program activities is measured with evidence of improved understanding of health issues related to cancer prevention and care, better identification of methods to benefit health promotion and cancer prevention, and improved support for social and emotional issues for those in need (Bicknell, 2011). Members of the academic team from La Salle University are also providing expertise for grant writing to assist with obtaining grant funding opportunities.

Utility of Model for Advanced Practice Public Health Nurses

The CBPR model is an effective tool for the Advanced Practice Public Health Nurse (APPHN) to create and build partnerships and enhance distribution of evidence-based practice. Research promotes teamwork and is more likely to result in successful outcomes for translating EBP's into application in the community setting. This focus helps the end-user or community partner with process-improvement strategies to control, create and make use of resources that will help with initiatives for problem-solving (Ramanadhan et al., 2012). The APPHN position incorporates eight principals that are fundamental in this role: 1) client or group as the population, 2) duty to care for the group in its entirety as an equal, 3) operating in partnership with groups and organizations, 4) focus on primary prevention, 5) find methods to create a setting to help populations succeed, 6) find and assist all persons who may be helped by identified services, 7) make the best use of resources to promote inclusivity for health improvement, and 8) collaborate with a network of professionals, populations, organizations to advance and care for population's health (Levin et al., 2008). These principals are also integral to the CBPR process with the focus on building collaborative relationships and community participation to reach the goal of developing greater understanding of the population's needs (Savage et al., 2006).

A significant challenge for the APPHN occurs when unmatched goals result from differences in characteristics of the population under research, staff, resources of the organization, and unique issues in the community. Barriers to CBPR may occur with limited resources, difficulties with program modification, and organizational philosophy. Lack of sufficient staff, burdensome documentation and reporting requirements, and insufficient knowledge of the grant writing process can hinder the research process. Programs must be adapted to be culturally relevant with language and processes that fit with community norms and are understood by constituents in the group. Motivation of an organization to use CBPR for disseminating evidence-based practice methods is another limitation; adaptation of new processes requires change in culture and practice (Ramanadhan et al., 2012).

Challenges that have been encountered with the collaboration with WOFAH include having limited resources of staff; Novella Lyons is the only paid staff member and the organization relies primarily on volunteers for providing outreach and educational programs. Financial support comes from private donations, corporate and foundation grants, and non-profit community organizations such as the American Cancer Society. The process for writing and submitting grant requests is hampered by lack of sufficient staff that can carry out the grant application process. An additional challenge with CBPR includes the commitment of time for developing and renegotiating relationships between members, training of collaborators and data analysis (Savage et al., 2006).

Conclusion

Community Based Participatory Research provides a unique opportunity for collaboration between academic researchers, community organizations and community members. All members of the research team can work together to address public health issues of concern that are important to the population under study. Building relationships that establish trust between collaborators, increasing knowledge of partner needs and attitudes, and sharing life experiences enables underserved communities to make progress and promote changes for improvement in use of positive health behaviors that will benefit long-term health outcomes.

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Yoga as an Effective Behavioral Intervention for Children Diagnosed with an Autism Spectrum Disorder

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December 2012

Abstract

As the prevalence of autism increases in our society, so does the need for effective therapeutic and educational interventions. Through the research of Radhakrishna (2010), Rosenblatt (2011) and others, yoga has emerged as a possible effective tool to increase a child's ability to focus, as well as quell anxiety and sensory related environmental triggers. This paper investigates research supporting this initiative and implements the practice for an eleven year old boy with autism. The objective of this action research is to answer the question: Can yoga be used as an integrated therapy for children on the autism spectrum to increase the amount of time they can focus? After the intervention is explained, I will reflect upon its achievements and disappointments in hopes of implementing yoga more successfully as a behavioral intervention in the future.

Yoga as an Effective Behavioral Intervention for Children Diagnosed with an Autism Spectrum Disorder

Introduction

As a teacher for middle school aged children with autism, I am always looking for ways to help my students cope with stresses they face throughout the school day. I teach in a middle school that is part of the School District of Philadelphia. The school is located in a neighborhood that is primarily working class and is compromised of several different races, cultures, and religions. My students reflect this observation. I teach twenty-eight students aged eleven to fourteen who have been diagnosed with an autism spectrum disorder (ASD). Along with autism, most have a co-morbid diagnosis. Some examples of these secondary diagnosis's are: specific learning disability, other health impairment, emotional disturbance, anxiety disorder, obsessive compulsive disorder and oppositional defiance disorder. These students have been identified as being in the higher functioning end of the autism spectrum. Their educational needs are serviced in a learning support placement and they receive autistic support on an itinerant level. This problem arose due to my disagreement with their educational environment.

As an educator, I believe my students would make more academic progress if they received their education in an autistic support environment. This type of environment would include a more structured routine, several sensory breaks throughout the day and content tailored to their individual needs. This is impossible in their current school environment. I introduced yoga to my students after I became a student of the practice myself. I recognized that after yoga I felt less stressed. Personally, this included less tension in my head and shoulders, less anxiety and an overall feeling of strength and calmness. Upon asking my yoga instructor and other professionals about yoga for children with autism, I found it was a fairly popular practice. This led me to search for research on the topic to answer my question.

I researched the effectiveness of yoga as a behavioral intervention for children with autism. For my action research, I choice to focus on one student and a specific behavior. The student is eleven years old and has autism and a specific learning disability. The behavior I chose was increasing the amount the student is on task and focused during class.

Literature Review

The National Autism Association defines Autism as a neurodevelopment disorder characterized by social impairments, cognitive impairments, communication difficulties, and repetitive behaviors. It can range from very mild to very severe and occur in all ethnic, socioeconomic and age groups. It is four times more likely to appear in males. Over time, and especially in recent years, the prevalence of this neurodevelopment disorder has been steadily and now rapidly increasing. The Center for Disease Control (2012) has most recently estimated the occurrence to be one in eighty-eight children. The pervasiveness of autism calls for changes in our educational system to be able to support and prepare these individuals for the highest level of independence that can be reached. Among the hundreds of different theories about which type of school, therapy and intervention works the best, there isn't one single golden ticket to helping these children. Often this diagnosis morphs into a co-morbid one pair with anxiety, depression or others. There is a large need for effective programs and support for children with autism. This literature review explores one venue to answer this problem, yoga. Information from the American Yoga Association reveals that yoga has been practiced for more than five thousand years.

This associate defines yoga as, “bringing the body and mind together into one harmonious experience... built on three main structures: exercise, breathing, and meditation... produces a clear, bright mind and a strong, capable body” (American Yoga Association). Using yoga as a therapeutic intervention for children with autism has risen in popularity, but evidence-based research is limited. This literature review will assess information available on this topic and its value in helping children with autism.

Shantha Radhakrishna, Raghuram Nagarathna and H.R. Nagendra (2010) described two years of therapy for children with Autism. There were twelve children in this study, and they were broken up into two groups of six. The first six continued to receive the Applied Behavior Analyst (ABA) therapy they were accustomed to. The second six continued with ABA therapy and practiced a special module, which was Integrated Approach to Yoga Therapy. The areas that Radhakrishna studied were: eye to eye gaze, sitting tolerance, body posture, body awareness, depth perception and balance, imitation skills, self-stimulatory behavior, receptive skills related to spatial relations and self-injurious behaviors.

This study included children aged eight to fourteen from middle class families. They received an hour of yoga therapy a day on top of fifteen hours of ABA-based training. The children receive one-on-one assistance, often by their parents. The yoga practice was broken down into different exercises under the following categories: warm-up, strengthening, release of tension and calming (Radhakrishna, Nagarathna & Nagendra, 2010, p. 121). It is interesting to note that, “after the first twelve sessions, no observable changes in eye-to-eye gaze, sitting tolerance, or imitation skills occurred” (Radhakrishna et al, 2010, p. 122). By the middle of the sessions, improvements were observed. They included eye contact, ability to sit for long period of time and improvement in body posture. After two years of integrated yoga therapy, therapist and parents noted much success,

“significant changes occurred in communication, language, play and joint attention, patterns of eye contact steadily improved...children started to trust, share, initiate and reciprocate...by the 372nd session...they greeted the therapist with a smile, vocalizing ‘Namaste’” (Radhakrishna et al, 2010, p. 123).

This article reviewed critical aspects about helping and teaching children with autism including the way they learn and the importance of their educational environment. The first was acknowledging how someone with autism responds, “ASD children sense input from muscles and joints better than eyes and ears...some suggest that the central nervous system in AS children processes information abnormally... repetitive stereotyped behavior may calm over-aroused nervous system and learned under-aroused ones” (Radhakrishna et al, 2010, p. 123). The crucial aspect of this is that, “engaging in repetitive integrated approach to yoga therapy procedures may thus make ASD children feel calmer and more awake” (Radhakrishna et al, 2010, p. 123).

A final significant find in this article was that the slow paced practice of yoga helps the children’s imitative and cognitive performance, meaning often school or home environments move too

quickly for these children and they are unable to engage, “slowing down facial and vocal events enhances imitative, verbal and cognitive skills of some ASD children” (Radhakrishna et al, 2010, p. 123). This article yielded positive results from the children engaged in two years of yoga therapy. The parents indicated positive progress at the home, and the therapist saw a much higher level of interpersonal skills during session. They ended the article with a final observation, “we hypothesize that reinforcing this experience slowly brought the children a greater sense of their felt-self, or identity, enabling them to learn to relate better to others” (Radhakrishna et al, 2010, p. 123).

Radhakrishna (2010) conducted a ten month study on the effectiveness of integrated yoga therapy to increase imitation skills. Six children participated in yoga five days a week at a yoga studio and regularly at home as well. The tasks during therapy included gross motor actions, vocalization, complex imitation, oral facial movements and imitating breathing exercises. Radhakrishna (2010) states, “The ability to understand another person’s action and, if needed, imitate that action is a core component of human social behavior.” (p. 26). She believes imitation is one of the essential skills need to interact with others, “at a social level, it represents earliest forms of reciprocal interactions between infant and the mother” (Radhakrishna, 2010, p. 26). Increasing the child’s ability to interact and engage with others was on the forefront of this study.

Radhakrishna (2010) notes that several interventions commonly used to facilitate learning for students with ASD are based on imitative relationship between teacher or therapist and the child. Discrete trial training and applied behavior analysis are among the most popular of interventions. The importance of imitation skills are integral to many programs, “imitation skills are typically among the first to be taught in many of these programs because they are often considered being pre-requisite abilities for learning other skills” (Radhakrishna, 2010, p. 27). Using yoga to aid in the acquisition of these skills is a holistic stance on educating children, “the IATY (integrated approach to yoga therapy) is based on the philosophy that the child is perfect and whole, and that the child and therapists are both unlimited in their abilities to teacher” (Radhakrishna, 2010, p. 27). This would put IATY under the umbrella of transformative pedagogy.

The study included children with a mild to moderate scale of autism. Each class followed the same sequence of warm-up asana, strengthening asana, release of tension asana, calming asana and breathing asana. The sessions were first faced with opposition from the students. Leaving the practice, not imitating the therapist and having an adult guide the children through the movements were initially needed, but not for long, “The children slowly learned that she/he is expected to imitate the model” (Radhakrishna, 2010, p. 28). If the student left his or her mat, they were not guided back. Each time they found their way back to their mat and engaged once again in the session. Data was taken in the beginning, mid point and end of ten month study. Radhakrishna (2010) noted changes found at the mid point, “there was a significant change in imitating gross motor actions, oral facial movements and performing breathing exercises (p. 29).

By the end of the study, success was found in several areas, including eye contact, increase in facial expressions, and vocalization

at peers. What these behaviors suggested would be remarkable to those who have a close relationship with these children, which was “an emerging understanding that sharing an activity could be an enjoyable experience (Radhakrishna, 2010, p. 29). At the end of this ten month study, Radhakrishan noted several improvements in the students, started with their level of gratification from the therapy, “they progressed from early resistance to passive tolerance to active participation and enjoying the therapy sessions” (2010, p.29). The parents of the children were equally happy with results, “parents reported that their children indicated basic needs using gestures, interacting with other children during play situation and increased sitting tolerance for an activity” (Radhakrishna, 2010, p. 30). It is inferred that these behaviors were also extremely helpful in success at school and other environments. This article ended with positive remarks about the children’s progress and recognizing the need for a larger study about the effectiveness of yoga as an integrated therapy for children with autism.

Cantu (2005) questioned the effectiveness of yoga as a therapy for children with special needs. She noted its popularity and attention from the media, but wanted to investigate if any research has been done on its lasting power to positively effect children with autism. Certified yoga teachers with specialized training in adapting yoga practice for children with autism state so, “these asana adaptations refine motor skills, increase body awareness, induce calming and even improve eye contact among children with autism” (Cantu, 2005, p. 57). Through internet and literature reviews, Cantu (2005) noted that across the country there are various medical centers and private studios that practice yoga for children with special needs, but research about occupational therapist using yoga therapeutically is sparse. Furthermore, at the time period this article was published, there was no mention of using yoga in the American Journal of Occupational Therapy (2005, p. 58).

Although there are positive reports of yoga, there isn’t enough scholarly research to prove its effectiveness to the academic world. Cantu (2005) didn’t discredit the encouraging information about yoga therapy, “practitioners with certification in yoga for special needs and certified yoga instructors with specialization in addressing special needs have reported positive outcomes in utilizing yoga as a therapeutic modality” (2005, p. 59). The article ends with encouraging parents and caregivers to explore yoga as beneficial activity, but research is needed to qualify yoga as a research-based therapeutic intervention.

,Koenig, Buckley-Reen and Garg (2012) examine the Get Ready to Learn program, which is a classroom based yoga program for children with autism spectrum disorders. The objective of this research is to, “examine the effectiveness of a manualized occupational therapy intervention...which uses yoga postures and breathing and relaxation exercises with elementary school students with ASD and challenging and maladaptive behavior.” The program is,

“a daily classroom-based preparatory yoga curriculum developed...that uses specific developmentally targeted breathing exercises, yoga postures, chanting and relaxation techniques to enhance the functional and academic performance of students with a variety of disabilities” (Koenig, Buckley-Reen & Garg, 2012, p. 539).

Research about this is crucial because of the need and potential for effective therapies for children with autism, “few opportunities exist in most educational curricula to train students in the skills required for maintenance of a calm but alert state” (Koenig et al, 2012, p. 539). This was a large study in New York public schools with more than seven hundred students with autism. This program trained classroom teachers to be in charge of the intervention. Each teacher was given an in-service training by the developer of the Get Ready to Learn (GRTL) yoga program, the program DVD, instructional materials and the yoga mats for the students. They were also given video equipment to tape the sessions (Koenig et al, 2012).

Although this may seem like a more informal approach to yoga therapy, this large scale format is conducive for the findings to be seen as evidence-based research. The children participated for sixteen weeks during every school day. The GRTL routine was done each morning and lasted fifteen to twenty minutes. After this time, the results were compared between the intervention group and control group. This research yielded positive outcomes, “the children in the intervention group displayed significantly less irritable behavior and changes in lethargy and social withdrawal and hyperactivity and noncompliance” (Koenig et al, 2012, p. 543).

The success of this program has a lot to do with its format. The GRTL program is administered every school day. This type of routine is closely tied to its efficacy because it, “becomes part of the classroom routine; moreover, it appears to be easy for teachers to implement” (Koenig et al, 2012, p. 543). Yoga programs not administered during the school day are often available once or twice a week, which is much less than what was available to the children in GRTL. The overall findings from this study are that, “the intervention group showed a reduction in behaviors that were identified as maladaptive by teachers” (Koenig et al, 2012, p. 544). A last thought from this article was their call for future research of implementing a program like this for students with autism in an inclusion setting.

Boyajian (2004) writes about how parents can use yoga at home for this child with special needs. She says yoga can be a recreational activity as well as a therapeutic practice by incorporating the child’s choice of music or toys. Boyajian includes blowing bubbles and other activities to encourage the students to use deep breaths. This type of yoga practice can help parents connect with their child, “If this doesn’t seem like any other yoga class, you’re right. But you’re use to things being different. Embrace your own style and the child’s needs” (Boyajian, 2004, p. 27). Although this article does not report on evidence-based research about integrating yoga for students with autism, it can help parents who are searching for a way to interact and engage their son or daughter. Anything that can help a parent with a special needs child is worth reviewing and reading, “yoga helps us cultivate and hold on to this peaceful feeling throughout the day- a much deserved gift for both adult and child” (Boyajian, 2004, p. 27).

Rosenblatt, et al., (2011) wanted to “develop and objectively assess the therapeutic effect of a novel movement-based complementary and alternative medicine approach for children with an autism-spectrum disorder” (p. 1029). This study lasted eight weeks and included twenty-four children; unlike others, this intervention included music and dance therapy as well. The children were

in groups of two to five with similar aged peers and the program lasted for eight forty-five minute sessions. The class was compartmentalized by, “breath[ing] techniques (ten minutes), yoga postures (ten minutes), music and dance (twenty minutes) and typical yoga relaxation (five minutes) (Rosenblatt et al., 2011, p. 1031).

The children involved were given two tests before and after the yoga program, the Behavioral Assessment System for Children, Second Addition BASC-2 and the Aberrant Behavioral Checklist ABC. After this intervention there were positive changes in the BASC-2, but no changes found on the ABC. There are two sections to the BASC-2 and only one produced a positive change. That is the Behavioral System Index, BSI. The constructive aspect of the results from this study was, “during this developmental period, patients with ASD may have greater receptivity to the programs’ unique emphasis on movement and sound” (Rosenblatt et al., 2011, p. 1033). This shows educators, parents and therapist that incorporating movement and sound will result in a higher level of engagement from child with autism. Again, like other reviewed articles, the authors said a larger group of children and a longer intervention period would be needed to better investigate the program’s effect.

From reviewing literature on this topic, it is evident there is not enough research to believe integrating yoga for children with autism will always be successful. There are a few legitimate studies that were reviewed above, but more is needed. Searching the internet, this topic is very popular and studios across the country offer yoga for children with autism. This is an issue that will only strengthen with time. The available information integrating this therapy suggests that yoga can help children with autism in several different areas such as eye contact, self regulating and soothing and engaging and responding to those around them. These are all positive signs that integrating yoga can help a child become more socially aware and more likely to engage with others. This type of success spills over to all areas of life for a child with autism including school and the home. Additional studies would increase this practices’ legitimacy, thereby, hopefully opening the door for more children with autism to receive a treatment that could help them better cope with and adjust to a sometimes difficult world.

Action Plan

The action plan was broken down into three steps: collecting baseline data, implementing intervention and collecting follow-up data. This intervention was conducted in my classroom. The materials necessary were a yoga mat, reduced lighting and calming music. The baseline data was taken over one week and the intervention lasted approximately four weeks. The follow up data was taken on four occasions where the student practiced yoga independently. The student came to my classroom after he got off the bus, went to his locker and ate breakfast. The practice lasted about twenty minutes. I chose the morning due to information from one of Radhakrishna’s (2010) articles, “Engaging in repetitive integrated approach to yoga therapy procedures may thus make ASD children feel calmer and more awake” (p. 123). Cantu (2005) wrote that, “These asana adaptations refine motor skills, increase body awareness, induce calming and even improve eye contact among children with autism” (p. 57). Since I chose to focus on increasing ability to focus, the following research from Koenig et

al (2012), supported the theory that yoga would aid in doing so, “the children in the intervention group displayed significantly less irritable behavior and changes in lethargy and social withdrawal and hyperactivity and noncompliance” (p. 543).

Baseline data and Description of Intervention.

The intervention included incorporating yoga into the schedule of a student with autism. The yoga occurred daily and lasted approximately twenty minutes. The practice was a combination of sun salutation and savasana. The sun salutation is a set of twelve positions that is know to have several benefits such as increase mental focus and concentration, reduce depression, anxiety and stress, increase the quantity of neurotransmitters and increase mind to body coordination. Savasana is when you lay on your back and relax your entire body from the top of your head to the tip of your toes. This position is supposed to extend the relaxation that comes from doing yoga (“Meditation, Yoga,” n.d.).

Figure 1: Sun Salutation

Figure 2: Savasana

For my baseline data, I observed the student during math for one week. This was 9:30 am to 10:15 am each morning. The student receives his math instruction in a 6th grade inclusion setting. There is an elementary education / math certified teacher and a special education teacher for the twenty-nine students in this section. The class is broken down into pre-class, review homework and then different learning stations. They come back together as a large group towards the end to receive homework and write down their homework assignment in their agenda book.

My baseline data included how often I needed to redirect the student. The student is redirected through a series of questions and question prompts. I took anecdotal records of how often this occurred. Each redirection took an average of one minute. I added the amount of times the student was redirected to see the percentage of time that was spent on redirecting the student during math class. This showed me the percentage of time the student was unfocused. Out of five class periods (45 minutes x 5) = 225 minutes, the student was not paying attention or working on assigned tasks for 98 minutes. During this week, the student was off task 44% of the class time and on task 56%.

Table 1: Baseline Daily Data

Table 2: Baseline Weekly Data

Post Intervention data and Findings

Data was taken for the four weeks the student did yoga with me. The amount of occurrences the student needed to be prompted to stay on task decreased. The amount of time the student was focused in class increased. During the baseline, my student was focused 56% of the forty-five minute math class. During the intervention, he increased the amount he was focused to 62%. After the four week of the intervention, the student did yoga

independently each morning and data was taken. After this type of practice, he was on task 73% of the time. I was happy with the interventions results in spite of the several interruptions we faced. I believe it was only a slight increase for many reasons. An area of difficulty I believe altered the potential of this intervention was the amount of days school was not held or the student was absent. Out of a thirty-three school days, due to these interruptions, yoga was only held 24 days. I think these breaks weakened my potential results due to the lack of continuity.

The student schedule was also changed two times during this intervention. The student started out with a supplemental level of learning support and an itinerant level of autistic support. Now the student receives all academics besides math in a life skills support class. He goes to an inclusion classroom for math and still continues to receive autistic support on an itinerant level. It can be inferred, by knowing the common characteristics of autism spectrum disorder that these changes combined with the many holidays and weather interruptions increased the student's anxiety producing behaviors, therefore making it hard for him to focus.

Table 3 – Data during Intervention

Table 4 – Average Percentage Focused and Unfocused during Intervention

Table 5 – Percentage Focused and Unfocused Post Intervention

Introducing a new intervention for someone with autism can be difficult. The student must adjust to the change in their schedule and are often resistant if the intervention does not include a preferred activity or topic. I found very little resistance to using yoga with this student. I found a lot of positives resulting from incorporating yoga in my student's schedule. After the first couple times, the student came to my room in the morning without needing a reminder. He took off his shoes and went to the mat independently. He often came through the door and said, "I'm here for yoga!" Although I was monitoring the amount of time he was focused, through my observations I found additional positive benefits from this intervention. The student made significant improvement in eye contact during the hour following yoga. He also cried less and was not as easily frustrated in class. He seemed happier and more relaxed following the yoga practice, and he wanted to show his peers and other teachers what he had learned.

Analysis and Reflection

Through this action research I learned a lot. I learned more about yoga, my student and myself as a teacher. I learned that yoga doesn't always have to be quiet and serious. It can be a warm, loving and fun experience. Some days it served my student to make animal noises during the different positions he thought looked liked an animal. An important aspect of yoga is that you do what feels good for your individual body and mind. I learned this carries over to yoga for a child with autism. Some days my student only needed ten to fifteen minutes and other days we practice over a half hour. I learned a lot about my student during this process. I was surprised how quickly he picked up the different positions and how easily he could practice yoga independently. I so valued the

time I spent with my student after the yoga session when he was calm and happy and present. I also learned about myself during this experience. It made me realize that you don't always need money or the best materials to create new ways to reach and help your students.

If I were to implement this again, I would make some changes. First I would pick a different location. My classroom can be hectic during the time we practiced yoga. It was during advisory and almost every single day we were interrupted. I could not deny services and support to my other students during this action research. If another student was having a problem, I had to attend to them as well. This didn't help to create a calm environment. Also my classroom is at the bottom of the stairs and even though I closed my classroom door, kids would peek in and say, "Hey what are you guys doing in here?" Again I understood the students' curiosity, but I don't think it helped my intervention. Lastly, I would like to be able to observe this intervention for a longer period of time. As I mentioned above, there were many days off and I think my student is still adjusting to including this in his routine.

I think, as a teacher, it is important to not feel complacent. Through this process I gain a lot of new knowledge about this topic, but I still have questions. There are different types of yoga, and I wonder if the different styles yield different behavioral results for children with autism. Also temperature is a factor when practicing yoga. Some varieties of yoga can be practiced in rooms heated to over a hundred degrees Fahrenheit. Would the different temperatures effect someone with autism? Lastly, I wonder if there is a change in the effectiveness of yoga if it is done one-on-one or in a small group class setting. I will continue to research and practice in hopes in answering these questions.

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The Consumerization of Information Technology

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INL 880, Summer 2012

Executive Summary

The consumerization of information technology is one of the biggest trends occurring in the information technology (IT) industry. More organizations are allowing their employees to use their own mobile devices to share data both inside and outside the workplace. This new trend is fundamentally changing the way companies do business. The “Bring Your Own Device” (BYOD) trend is also driving a need for management of such mobile devices and greater security on the devices and for the employees. The consumerization of IT is well underway and it is more than just bringing an iPad into the office.

Many IT managers and top level executives are in the process of figuring out how to integrate these consumer products and services into their environments rather than limiting them. System architects are being asked what the organization needs to purchase in order to support this growing trend. Do we need to implement a Mobile Device Management (MDM) platform? If so, who will administer and maintain that? The support and manageability of the consumerization of IT goes far beyond just the physical implementation of a platform. IT managers need to figure out what protocols to follow and to what extent are they expected to support them. Is the organization’s Service Desk expected to support these devices? Organizations need corporate policies and guidelines, such as Internet usage, that will be applied to these mobile devices. More importantly, the company needs to determine what sort of support it is willing to provide for user owned devices.

Now that the pendulum is swinging toward allowing these devices in the enterprise, IT needs to be able to react quickly to ensure that they do not compromise the health and security of the given infrastructure of the organization. Updating formal policies and operating procedures must also be taken into consideration

Regulatory concerns also arise when a type of technology is introduced. Any regulatory controls that are in place for existing technologies would also more than likely apply to new or emerging technologies as they are introduced to an organization. Sarbanes Oxley (SOX), HIPAA, and PCI are some of the common regulatory acts that standardize organizations.

There is a good possibility that supporting consumer based technology products could actually lower costs for organizations. Launching such programs not only assists in reducing expenses, but it should also drive employees to be more productive and very satisfied with their performance due to the fact that they will be

able to utilize devices they are currently familiar with and will also allow them to keep up to date with new technologies. Such a program will allow the employees to use a single device for all work functions and personal related activities like web surfing, personal communication, and playing games which normally would not be permitted as part of a corporate policy. Employees can move at their own pace to keep up with emerging technologies in the mobile industry. The consumerization of IT will allow corporate IT departments the ability to create a program with very limited rules to overcomplicate the work life of their employees and allowing those employees to have a freedom of choice to decide what consumer device they use for corporate use. Implementing the correct MDM tool will prevent the loss of sensitive company data on these devices while at the same time, providing a positive user experience for the employee and protecting their privacy.

In conclusion, the consumerization of IT is moving at such a pace that it is reinventing the philosophy of IT and corporations need to start preparing sooner rather than later. Corporations today should seize this transition as an opportunity to be competitive instead of a threat to their structure and the quicker these policies and practices are implemented, the more productive corporations will become in their given marketplace. This analysis will propose solutions and best practices for companies to follow to take full advantage of the BYOD philosophy that is emerging in the workplace today to assure full compliance and protection of data.

The full paper for this research may be found at the link below.

<http://digitalcommons.lasalle.edu/mathcompcapstones/10/>

Imitation Therapy in Young Children with Autism

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Children with autism show imitation deficits, leading to delayed communication development. This study highlights the efficacy of gestural, oral, and verbal imitation training for young children with autism. Our questions are: Will training facilitate improvement in imitation? Can children generalize imitation skills? Will children initiate imitation more frequently after treatment?

Background

Children with autism show significant deficits in imitation skills. Imitation plays a crucial role in the development of communication, making it a relatively new target of intervention.

Ingersoll, Lewis, and Kroman (2006) conducted a study in which Reciprocal Imitation Training (RIT) was implemented with young children with autism. RIT is a naturalistic imitation intervention in which the clinician imitates the sounds and actions of the child during play. The researchers found that RIT was an effective method for increasing imitative skills in children with autism, in both elicited and spontaneous contexts.

Ingersoll, Lewis, and Kroman (2006) used a play-based intervention strategy. But children with autism generally respond well to direct, behavioral approaches to intervention. We wanted to test whether a clinician-directed imitation training would be beneficial for this population.

This study used a multiple baseline design to determine the efficacy of gestural, oral, and verbal imitation training during traditional clinician-directed therapy for young children with autism.

Methods

Participants

Four children with autism participated in this study. The sample included both male and female children between the ages of 3;4-11;9. All participants came from middle-class families in the Philadelphia and surrounding areas, and were from White, Hispanic, and African American backgrounds. Participants were recruited from local schools and organizations. The children met the specific criterion for diagnosis of autism according to the DSM-IV, determined by a licensed psychologist.

During the study, all children participated in their regular treat-

ment programs. These treatment programs included speech therapy, occupational therapy, physical therapy, and Applied Behavioral Analysis.

Procedure

In the week prior to the start of training, all children were probed with gestural, oral, and verbal prompts to determine their imitative skill baseline. Each child participated in one 30-minute session per week with the therapist, and one 30-minute session at home with a parent.

Weeks 1 and 2 of training consisted of gestural imitation only. For each gesture, the therapist told the child, "Watch me", modeled the gesture, then told the child, "Now you do it". If the child did not imitate the gesture after five seconds, the therapist helped the child imitate the action. At the end of each 30 minute session, the therapist gave the parent the list of gestures used in the training to work on at home.

Weeks 3 and 4 consisted only of oral imitation training. The therapist followed the same procedure as the gestural imitation, and provided the list of oral prompts for the session at home.

Weeks 5 and 6 trained verbal imitation only. Verbal imitation prompts were tailored to the specific child's ability level for spoken output, and ranged from single words to sentences. Again, the therapist followed the above procedure for each imitation and provided a list of prompts for the home session.

One week following the conclusion of training, the participants were probed for maintenance of all three categories of imitative skills.

Data Collection

Each week, percentages for successful imitations during training with both the therapist and the parent were calculated.

At the end of the second week, after a total of four sessions totaling two hours of training, gesture imitation was probed for maintenance of the trained imitated gestures. Probing included a set of ten gestures, and the percentage of gestures imitated by the child was calculated. These percentages were included in the data as well.

At the end of the fourth week, the participants were probed for skills in both gestural and oral imitation. Probing consisted of ten gestural and ten oral imitation tasks. Percentages were calculated for each.

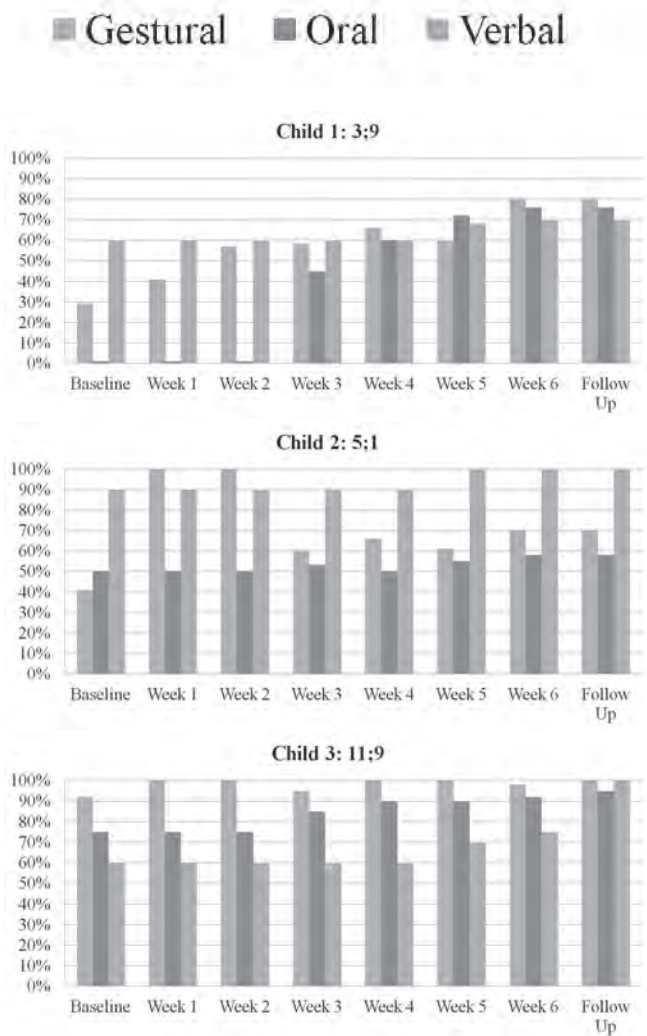
One week following the conclusion of verbal training, participants were probed for gestural, oral, and verbal imitation skills consisting of ten tasks for each category. Percentages were calculated to give an idea of each child's maintenance of progress in the training therapy.

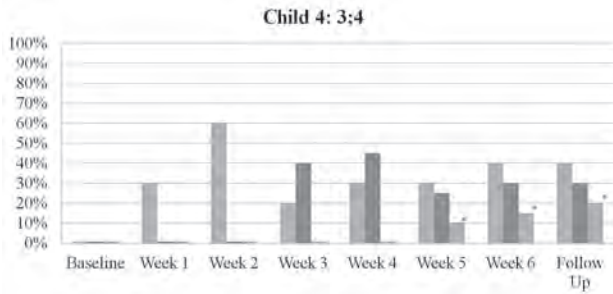
Gestures	
Shake head	Raise hand
Nod head	Hand to mouth like eating
Clap hands	Hand out, palm up
Spin around	Fold hands together like sleeping
Blow kiss	Driving car motion
Wave hi/bye	Brushing teeth motion

Oral	
Stick out tongue	Bite down on bottom lip
Press lips together	Tongue between teeth
Wag tongue	Puff up cheeks
Shape mouth into "o"	Puff out bottom lip
Smile	Frown
Purse lips	Open mouth

Verbal	
Hi	Bye
I want	More
No	Yes
Thank you	Help
Please	Bedtime
Play	More

Results





Conclusions

- This imitation intervention was successful in increasing the imitation skills of young children with autism in a short period of time.
- This approach worked best with children that had a low baseline for imitation skills. A strength of the training was that it provided opportunity for parent involvement.
- One mother stated, “As a parent of a child with autism, I have learned that certain imitation skills that ‘typical’ children perform without much struggle can become a difficult task for an autistic child. During the study, we found that [her son] could complete basic imitations. I think the study was very beneficial and I’m very pleased with the results. I’m going to continue to work on strengthening the imitation skills my son possesses and hope that perhaps they will come more naturally in time”.

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Predictors of Postpartum Depression: Body Dissatisfaction, Disordered Eating, and Perfectionism

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Abstract

Eighty percent of women with postpartum depression are undetected and untreated. The literature suggests that disturbances in body image and eating behavior during pregnancy may predict the development of postpartum depression. Early research also suggests that maladaptive perfectionism may play a role in this relationship. This study assessed body dissatisfaction, disordered eating, and maladaptive perfectionism in an ethnically diverse sample of 46 women during the 3rd trimester of pregnancy. Postpartum depression was assessed at least 2 months postpartum using the EPDS. Findings revealed that body dissatisfaction predicted symptoms of postpartum depression, after controlling for previously established risk factors. Body disparagement, a component of body dissatisfaction, accounted for the most variance in symptoms of postpartum depression and this relationship was moderated by maladaptive perfectionism. Contrary to hypotheses, in this sample, maladaptive perfectionism served as a protective factor. No significant relationships emerged between disordered eating, maladaptive perfectionism, and postpartum depression. The findings of this study provide additional information regarding risk factors for postpartum depression in a diverse sample of women.

Coaching Strategies for Exceptional (ADHD) Athletes

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Abstract

How can athletic coaches use research proven teaching accommodations, modifications and strategies to get the most out of their players with ADHD? Though the law does not require athletic coaches to accommodate these children, coaches should educate themselves on the disorder and the strategies used to help these children to benefit not only players with ADHD but the whole team. After describing the characteristics and behaviors of ADHD children, this paper lays out a series of accommodations, modifications and strategies that coaches can start using tomorrow.

Coaching Strategies for Exceptional (ADHD) Athletes

John, one of the players on your team, is very difficult for you to coach. He has difficulty following rules, has a short attention span, and while waiting in line to participate in a drill he will frequently talk and fool around with others. When the inevitable argument ensues, he always seems to need to get the last word. Though physically talented, John has difficulty spending the requisite time to perfect a skill. Sometimes you want to throw your hands up in frustration because John doesn't pay attention, but requires more of your attention than your other players.

For decades teachers have been accommodating students with attention-deficit/hyperactivity disorder (ADHD) in the classroom through specific intervention and teaching strategies. The goal of this paper is to provide athletic coaches with strategies they can use to accommodate their players suffering with ADHD on the playing field.

What is ADHD?

Attention-deficit/hyperactivity disorder (ADHD) is a persistent disorder characterized by significant problems with attention, impulsiveness, and over activity (American Psychiatric Association, 1994). With 5 million children ages 3-17 affected by the disorder, it is one of the most common childhood mental health disorders (CDC, 2010). Children suffering from ADHD have trouble staying on task without supervision, commonly blurt out answers and interrupt others when they are speaking, and suffer from high levels of hyperactivity causing them to make noises and leave their desired seat or place in line. Also, it is common for these children to have difficulty following directions and behave aggressively toward their peers (Montager & Warger, 1997).

Treatment and Prevalence

There are currently three common, research-supported treatments for ADHD. The treatments include the use of psychostimulant medications, behavior interventions, and a combination of both (Reiber & McLaughlin, 2004). For the purpose of this paper we are going to focus on behavior intervention strategies and classroom accommodations that can be applied to an athletic setting. According to the U.S Department of Health and Human Services center for Disease Control and Prevention, the incidence of ADHD diagnoses increased an average of 3% annually between 1997 and 2006. With the ever increasing population of youth diagnosed with ADHD, it is extremely important that coaches are just as educated as teachers about the disorder because the same kids that struggle in the classroom will struggle on the athletic field if accommodations are not made.

ADHD in Athletics

In a recent study, Rosen and Johnson (2000) examined differences in sport behavior between boys with and without ADHD. Results showed that athletes with ADHD displayed higher levels of aggression, emotional reactivity, and frequency of disqualification. Rosen and Johnson (2000) found that the team sport environment was especially difficult for participants with ADHD. They concluded that team environments posed greater opportunity for potential negative peer feedback and off-task behavior. This study suggested that parents of males with ADHD explore the individual sports setting. The research clearly demonstrates that ADHD affects athletes on the playing field, but rather than having young athletes quit team sports, I believe coaches should be made aware of the disability and held accountable to accommodate the players.

The Individuals with Disabilities Education Act (IDEA) was enacted by Congress to ensure that children with disabilities have the opportunity to receive a free appropriate public education. When students are diagnosed with ADHD, "schools have a legal responsibility to determine whether a child is eligible for special educational services, such as tutoring or adaptation of educational methods, and to ensure that these services are provided" (Smucher & Hedayat, 2001, p.6). However, the law does not require these services to be provided to students while participating in other school functions outside of the classroom such as athletics. Therefore, coaches need to educate themselves about the disorder and realize that by accommodating their players with ADHD, they will allow the players to perform and succeed to their maximum potential.

In many circumstances coaches may not even know which players on the team are diagnosed with ADHD. This information is confidential, but I believe that coaches just like teachers have the right to know this information so they accommodate the players as directed. I believe that it is in the best interest of the players and the team for the coach to seek out this information. Every coach should hold an early meeting to go over team rules with players and parents. At this time the coach should address the issue of ADHD, noting that it is possible to accommodate the disorder on the field of play. The coach should request that parents or players notify him or her about the disorder or if they would like to discuss the issue further. The coach should then provide a respectful mechanism for having a confidential conversation about the matter.

There are also many common traits that a coach can look for that most children with ADHD express. When evaluating a child for ADHD physicians look at a list of characteristics. For a child to be diagnosed, six symptoms of inattention and six symptoms of hyperactivity-impulsivity must have persisted for at least six months to a degree that is maladaptive and inconsistent with developmental level (Smucher & Hedayat, 2001). Coaches are not doctors and will not have access to historical behavioral data, but can consider this list below which is located in the Diagnostic and Statistical Manual of Mental Disorders created by American Psychiatric Association, to gauge the behavior their players. Coaches are obviously not qualified to make a diagnosis and prescribe prescription medication, but they can use this list and consider behavior modifications and instructional strategies that would be helpful not only for players with ADHD, but all players.

DSM-IV Criteria for the Diagnosis of ADHD:

Inattention

1. Often does not give close attention to details or makes careless mistakes in schoolwork, work, or other activities.
2. Often has trouble keeping attention on tasks or play activities.
3. Often does not seem to listen when spoken to directly.
4. Often does not follow through on instructions and fails to finish schoolwork, chores, or duties in the workplace (not due to oppositional behavior or failure to understand instructions).
5. Often has trouble organizing activities.
6. Often avoids, dislikes, or doesn't want to do things that take a lot of mental effort for a long period of time (such as schoolwork or homework).
7. Often loses things needed for tasks and activities (e.g. toys, school assignments, pencils, books, or tools).
8. Is often easily distracted.
9. Is often forgetful in daily activities.

Hyperactivity

1. Often fidgets with hands or feet or squirms in seat when sitting still is expected.
2. Often gets up from seat when remaining in seat is expected.
3. Often excessively runs about or climbs when and where it is not appropriate (adolescents or adults may feel very restless).
4. Often has trouble playing or doing leisure activities quietly.
5. Is often "on the go" or often acts as if "driven by a motor".
6. Often talks excessively.

Impulsivity

7. Often blurts out answers before questions have been finished.
8. Often has trouble waiting one's turn.
9. Often interrupts or intrudes on others (e.g., butts into conversations or games).

While this list is mainly directed towards characteristics expressed in the classroom, a coach can look at a characteristic like "does not give close attention to details or makes careless mistakes in schoolwork, work, or other activities" and relate it to "does not give close attention to details or makes careless mistakes while going over drills or offensive and defensive tasks". If a coach believes one of his or her players is affected by ADHD he or she should do everything in their power to help that player succeed on the playing field. In the following sections of this paper you will find specific strategies that coaches can use to accommodate these players during athletic related activities, with the focus being placed on practice time.

Accommodations, Interventions, and Strategies

Classroom Management and Structure

Almost all of the research compiled on ADHD and the possible accommodations for students in the classroom states the importance classroom management and structure. "To be successful academically, students with ADHD must be able to focus their attention on the instructor and the lesson. Therefore, students with ADHD benefit greatly from an orderly environment" (Reiber & McLaughlin, 2004, p.2). For an athlete with ADHD to be successful his or her coach must provide an environment that stresses structure and organization. Distractibility is a significant issue for students and athletes affected by ADHD. "The first key for getting the most [from] practice is to have a structured environment" (Stabeno, 2004, p.93). When introducing or reviewing a drill or play coaches should place players affected by ADHD in the drill or in the front of the team, just as teachers would seat these students in the front of the class. It is suggested for teachers to surround

students with ADHD with well-behaved and attentive classmates (Reiber & McLaughlin, 2004). These positive peer interactions, through the structured grouping, will help eliminate inattentive behaviors and allow the ADHD affected athlete to concentrate on what is happening on the “field of play”.

Teachers are asked to plan their lessons and post them on a daily basis. The first thing seen as you walk into most classrooms is a detailed plan for the class period written on the board. A classroom schedule is imperative to note the procedures that guide lesson times, activity transitions, and behavior (Reiber & McLaughlin, 2004). Students affected by ADHD benefit from this schedule because it allows them to predict what will happen next. Coaches should post a practice plan ahead of time. Whether that means emailing it the night before or posting it in the locker room prior to the practice, it will help players cope with the anxiety of wondering what will come next. Figure 1 gives an example of a practice plan acceptable for accommodating players affected by ADHD. You will notice the distinct time slots and drill sections. This allows players to foresee what will happen throughout practice, and provides the structure necessary to accommodate athletes with ADHD.

Both in the classroom and on the playing field rules that govern behavior are extremely important. “Well defined procedures for performing tasks, clearly communicated expectations for student behavior, ongoing positive and corrective feedback, and fair and consistent treatment of students are requisites for good classroom management” (Montague & Warger, 1997, p.10). When it comes to defining rules and procedures for those with ADHD teachers and coaches must be clear and consistent. That means posting simple and clear rules in the classroom, locker room, team website, or fence of the stadium/field. If there is “a desired behavior or conduct expected in an activity; post it, define it, and practice it” (Reiber & McLaughlin, 2004, p.3). Coaches need to take special consideration for players with ADHD when defining and enforcing team rules. Coaches should hold a meeting before the first practice of the year and announce the rules and the type of behavior is expected throughout the season or school year. This means handing out a list of rules, reviewing each rule, and having each player sign a contract acknowledging the rules and expectations that they can hang in their locker or bed room to be reminded on a daily basis. Individuals with ADHD tend to struggle during transitions (Montague & Warger, 1997). For example, if one of your team rules was that after a drill segment ends, players are expected to jog to the next drill. A player with ADHD may become distracted during this transition and forget about the rule, therefore receiving backlash from many coaches and teammates. Sometimes rules need to be explicitly taught and for a rule such as the one above coaches should consider pairing their players in a buddy system, and make sure players with ADHD are paired with students who do not struggle with transitional periods. When the whistle or horn sounds announcing the end of one drill and the start of another, buddies need to find each other and make their way to the next drill as a pair. The buddy system is simple but extremely helpful if pairings are thoughtfully made for students affected by ADHD.

Consequences must be clear for each infraction and followed through upon consistently and calmly (Yehle & Wambold, 1998). These consequences must be reviewed throughout the season

because “understanding consequences is difficult for students with ADHD who often face punishment without knowing what they did wrong” (Montague & Warger, 1997, p.10).

At a team meeting before the long preseason training months it was explained that the team takes a bus to the off-campus practice field. The coach announced that if you are late for the bus, you will be dismissed from the team. This was stated at the first meeting to the team and never reiterated or discussed with any of the players. The first day of training John showed up five minutes late and the bus had left. He walked to the stadium and was told to go home. He was not given an opportunity to explain himself. John was confused and did not understand the harsh punishment.

John was a player that suffered from ADHD and did not understand the severe consequences that came with being late. The coach never handed out a sheet of rules and consequences to remind a player like John, nor did he send a text message or email leading up to the first day to remind the team of the rule. He did not accommodate John. Athletics, which might be his only release, has been removed for the time being. Coaches, just like teachers, need to make an ongoing effort to help players like John work through the struggles of ADHD. When it comes to management and structure, including the enforcement of rules and consequences, coaches need to rethink their current procedures and take advantage of the management strategies discussed in this section.

Instructional Strategies and Modifications

During a men’s lacrosse practice the coach decided that it was time to introduce a new offensive play to the team. He asked all the offensive players to line up across the midfield line and picked six individuals to walk through the new play. He instructed the six players and explained the play out loud. This took about fifteen minutes, and only the original six players got on the field. For the next ten minutes, he allowed the other players to walk through the new play and a few of them failed to do it correctly. The coach visibility got aggravated and shook his head.

Most sports require coaches to teach new skills and concepts during practice. The example above is how many coaches attempt to accomplish this task. It is during this phase of practice where players with ADHD struggle. When teaching new material in the classroom, teachers use several strategies to accommodate students, which coaches can translate into practice. Montague and Warger (1997) suggest delivering lessons at a brisk pace and breaking up long assignments into shorter ones. For coaches this means that slowing down practice for twenty five minutes to teach a large concept such as a new play may not be helpful for players with ADHD, who struggle to remain focused. Figure 2 illustrates lacrosse drills labeled, “Jam to 1 more” and “Get through and curl”. These drills are parts of the team’s offense broken into smaller segments. It allows for players, especially those with ADHD, to grasp a small concept and transfer that to the bigger picture when it is time to put the whole play together. Figure 2.1 shows how those drills fit into the larger offense.

Also, by teaching the new play by breaking it into more manageable segments, it allows for many repetitions and reduces inactivity

during practice. If a coach asks players to stand at the midline and watch as others walk through the play, those with ADHD will be easily distracted and lose focus. Keeping the practice up-tempo with a lot of moving and repetitions will help players with ADHD concentrate on the skills they are working on.

Dr. Ronald Kamm, a Sport Psychiatrist and member of the USA Gymnastics Board of Sport Science and Health Care Consultants, discusses tips for coaching the child with ADHD. His primary suggestion for coaches is to teach using short time periods. He suggests to “make sure a clock is visible. ADHD children can often control their behavior for a set amount of time if they know what that time is, and it is clearly visible to them” (Kamm, 1999, p. 4). If coaches have access to a score board they can use it to keep time for drill and allow it to be visible to everyone. Coaches can also purchase a portable digital clock and place it on the sideline to accomplish the same thing.

Reiber and McLaughlin (2004) stress the importance of immediate feedback for students affected by ADHD. It allows these students to stay focused and motivated to complete the day’s activities. From the onset of practice if coaches were to give positive reinforcement and feedback during routine drills it would keep players with ADHD motivated and engaged. Kamm (1999) also suggests that coaches “be a slot machine for Praise” (p.5). He emphasizes the fact that ADHD children are in constant need of reward and praise (Kamm, 1999). Many coaches that are quick to criticize and give negative feedback before sharing positive feedback and it can be extremely detrimental to the mindset of players with ADHD.

It was the first practice of the year and everyone on the team was excited to get out on the field. The practice was exciting and filled with new drills and competitions that kept the players engaged. Over the course of the next month practice didn’t change much and the drills were very repetitive. The players began to get tired of doing the same thing every day, and their focus and concentration during practice began to wane.

While accommodating students with ADHD, teachers are instructed to “keep the curriculum interesting, vary presentation formats and task materials through the use of different modalities to increase and maintain student interest and motivation” (Reiber & McLaughlin, 2004, p.4). Coaches need to make a genuine effort to change practice from day to day to keep player interest high. The order of practice is extremely important when facilitating motivation. Many coaches start every practice with basic skill practice such as stick work, dribbling, passing, and catching. I would suggest starting practice with some type of competitive drill to get the emotions of players into practice. This will motivate them from the onset of practice and keep them focused for the next set of drills or instruction. Many teachers start their class period with an attention grabber (e.g., question of the day, joke, or experiment), to motivate and gain the attention of their students (Yehle & Wambold, 1998). Coaches should do the same at the start of practice with a new drill, skill, or competition.

Many coaches have a standard and consistent way of introducing a new play, offensive or defensive set, or major. They have players line up and listen, or draw the play on board, which can become tedious. Most coaches have access to a variety technol-

ogy and resources that can be used to motivate players, and keep them engaged in learning tasks. The use of technology along with checklists and graphic organizers can help players with ADHD be more successful during these instructional periods (Montague & Warger, 1997). If a coach has access to a classroom, living room, or any room with a television or projector he or she can combine all of these methods together to create an engaging learning environment for all players, but especially those affected by ADHD. Figure 3 illustrates a lesson I used with my team to teach a lacrosse concept I label the “second level of offense”. I incorporated the use of technology, diagrams, checklists, cooperative learning, and hands on experiences. A lesson like this takes time to plan and execute, but the results were amazing. It kept the players engaged and motivated while differentiating the instructional methods to help my athletes affected by ADHD.

Coaches frequently yell directions and instructions throughout practice. Many times these directions are only stated once. Yehle and Wambold (1998) advise teachers to (a) foreshadow directions to students and point out the importance of listening, (b) give directions one at a time and have students repeat them aloud or to themselves, and (c) to repeat and paraphrase important directions two or three times. Coaches can take these strategies and apply them to giving directions for drill, concept, or skill instruction. For example, if a coach was explaining a new move or technique to a player he or she should start by explaining the importance of the task at hand and make it clear that the athletes must pay attention. Coaches should then demonstrate the technique and explain the directions out loud asking the players to repeat the steps back aloud. Finally, the coach should make sure he or she repeats the directions at least two times. When teachers give direction in the classroom it is suggested that they give both written and oral directions and assist the students with directions by calling attention to relevant information by highlighting, underlining, or bolding specific sections (Yehle & Wambold, 1998). If coaches are planning on teaching a large concept such as an offense or defense they should hand out written directions to go along with the one field instruction. Figure 4 demonstrates a set of written directions I used with my team when introducing one of our offenses. Notice the formatting of the text and highlighted sections. I suggest coaches’ hand out directions like these at least two days prior to teaching the concept on the field.

During the course of the season John has accumulated a lot of paper from his coach including plays, scouting reports, checklists, and readings. One day after practice the coach asked John to bring the papers that illustrated the base offense to practice the next day. John went home and searched everywhere but could not find the paper. Most of his papers from the season were scattered all over the place in his room. The next day when the coach asked John to pull out his paper, John had to tell him he couldn’t find it. The coach was upset that John lost something so important and decided to make him run.

Individuals affected by ADHD tend to struggle with organizational tasks. Yehle and Wambold (1998) state that becoming organized is an arduous task for many students with ADHD, and suggest a variety of strategies that teachers can use to assist these students. For example, teachers are advised to “clearly designate a space for the students to keep his or her materials in the classroom” (Yehle & Wambold, 1998, p.9). Coaches can take this advice, and require their players to put all of their papers in a binder specifi-

cally for team materials. It should be required for players to bring their binder to every practice and coaches need to be persistent in checking that they have it. Teachers routinely model organizational skills by asking students write down homework in assignment logs and file worksheets and assignments into folders. Coaches should check their player's binders for organization and content weekly. This will allow players to always have access to their important papers that coaches put a lot of time into producing.

Token Economy/Sticker Program

In the classroom setting, other than stimulant medication, token economies are the most widely evaluated treatment for ADHD (Reiber & McLaughlin, 2004). "Classroom token economies involve the presentation (token reward) and or removal (response cost) or both of tokens, points, or other items" (Reiber & McLaughlin, 2004, p.6). Teachers pair these tokens with praise when a desirable behavior is performed and students can add them together to gain a larger prize. Prizes usually consist of tangible items such as objects, activities, or privileges (Reiber & McLaughlin, 2004). Coaches can use this idea of a token economy on the practice field. For example, if your players are expected to pay attention to a demonstration, and they do it up to your standards, a point or token can be awarded. Coaches should add and subtract points for desired and undesired behaviors during practice. At the end of the week, points can be tallied up and if the team reaches a number that you decide on, a larger prize or privilege can be given such as no conditioning at the end of practice. Token economies can be designed for individual students or for the entire class (McLaughlin & Williams, 1988). "Involving the entire class may be particularly effective when peer contingencies are competing with instructor contingencies" (Reiber & McLaughlin, 2004, p.6). I suggest coaches involve the whole team in the token economy. Teammates will remind each other of the desired behavior because they all want the final outcome. A system like this will take time to create and keep track of but token economies produce high levels of on-task behavior (Reiber & McLaughlin, 2004).

Conclusion

When a student leaves the classroom, ADHD is not left behind. ADHD is a lifelong condition that affects individuals in all aspects of their life. "School districts are mandated to provide services to students with ADHD" (Montague & Warger, 1997, p.16). However, coaches are not required by the law to accommodate these children on the athletic field. Therefore until the law is changed, I believe that coaches must educate themselves on the disorder and possible accommodations that can be made to allow his or her players affected by the disorder to reach their maximum potential. Throughout this paper accommodations, interventions, and instructional strategies that teachers use in the classroom have been explored through an athletic setting. "Children with ADHD require our best efforts and instruction" (Reiber & McLaughlin, 2004, p.10). It is my hope that by providing coaches with these procedures that it will become more clear as to how coaches can help these children on the "field of play", and spend less time shaking their heads.

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