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# Listening To Student Voices: Web-based Mentoring For Black Male Students With Emotional Disorders

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LISTENING TO STUDENT VOICES: WEB-BASED MENTORING FOR BLACK
MALE STUDENTS WITH EMOTIONAL DISORDERS

by

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ABSTRACT

The voices of Black male students labeled ED are seldom heard regarding their perspectives on education and their lives in general. By excluding their opinions, educators are missing an important aspect that could improve educational services for Black males with ED. Therefore, this study was undertaken to determine the implications of Web-based mentoring as a platform for Black male students with ED to articulate their thoughts on the factors that impact their behaviors and achievement. Mentoring as an intervention granted Black males with ED a platform to share their thoughts. Technology was used as an educational resource to academically engage students with ED. Mentoring and technology were combined in a Web-based mentoring model designed to simulate traditional mentoring. Individual mentoring was simulated using live video conferencing. Role modeling was simulated by featuring video clips of the mentor in authentic capacities and group mentoring discussions were simulated by featuring a participant blog on the web site.

To determine the implication and emergent themes of Web-based mentoring, two Black males with ED in high school participated in the study. Results of the study revealed that the participant's behavior and achievement were impacted by negative school and home environments. For Student One, negative school environments, specifically poor peer relations, resulted in aggressive behaviors that interfered with his academic progress. He stated, "I thought it would be different in high school, but it is the same as middle school. Student Two expressed disappointment with his home environment stating, "With all I got going on, it is hard to focus on school." Implications

of the model on attendance, achievement, and behavior did not demonstrate an

appreciable impact. However, both student participants expressed satisfaction with the

model and the opportunity to share their thoughts openly.

This dissertation is dedicated to my father Irman Grant who immigrated to the United States in 1964 and obtained his Bachelor's degree from Xavier University. Upon graduating, he worked two jobs for well over 20 years ensuring that his family's needs were met. My father set the standard on which I pattern my life today as a husband and father of two beautiful daughters. This dissertation was inspired by my father's example of dedication, hard work, and tireless effort.

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Introduction

       This chapter provides a summary of the literature on the over-identification of

Black male students labeled as emotionally disturbed (ED). The chapter begins with a

general discussion of the educational performance and post school outcomes of adult

Black males. The chapter then focuses on Black males in accordance with the federal

definition of emotional disturbance, educational programming, and the future

implications for this population. The chapter concludes with a discussion of the research

questions, definition of terms, research design, data collection and analysis, and

limitations of the study.



Background and Need for the Study



Black Male Crisis

       National data revealed disheartening statistics concerning Black males in America

collectively known as the Black male crisis (Davis, 2006). According to Noguera (2003),

> Nationwide many Black males are unemployed and under employed; lead the
> nation in homicides both as victims and as perpetrators; and have the highest
> incarceration, conviction, and arrest rates among comparative ethnic groups. They
> have the highest probability of dying in the first year of life and face the reality of
> being the only group in the United States experiencing a decline in life
> expectancy. . . .(pp. 431-432)

Black males now have the fastest growing rates of suicide (Poussaint & Alexander,

2000), and account for over 65% of all new male AIDS cases (Auerbach, Krimgold, &

Lefkowitz, 2000). These statistics have generated a litany of theories in an attempt to rationalize the plight of Black males. One of the more popular theories suggested a connection between the poor educational performance of Black males as youth and adolescents, and their subsequent poor outcomes as adults (Davis, 2003; Ogbu, 2004; Osborne & Walker, 2006; Spitler, Kemper, & Parker, 2002; Tatum, 1999).

Educationally, Black male adolescents ages 13-18, rank near the top of every indicator of school failure including dropout rates, absenteeism, achievement (Cooper & Jordan, 2003), and are subject to frequent disciplinary actions (Ipka, 2003; Monroe, 2006). Their standardized test scores consistently lag behind comparative ethnic groups (Legum & Hoare, 2004) and despite the narrowing achievement gap, considerable distance still exists between Black males and their comparative White male cohort (Cooper & Jordan, 2003). In the school year 2005, Black male graduation rates were less than 50% nationally and of those that graduated, many failed to complete their high school education within four years (Holzman, 2006). As a result of poor school performance, Black males are unprepared to live productive livelihoods as adults (Sinclair, Christenson, & Thurlow, 2005; Sitlington & Neubert, 2004). Many times this lack of preparation starts early in a black male's life when they are deemed in need of special education (Losen & Orfield, 2002).

## Black Males and Emotional Disorders

Black students in general have been the most overrepresented minority group in special education (Patton, 1998). Despite being 15.1% of the school population, Black

students comprise 27% of students enrolled in special education (U.S. Department of Education, 2005). They have been identified as needing special education services based on academic and behavioral deficits (Sinclair, Christenson, & Thurlow, 2005). These factors have been cited for disproportionately placing black males in special education by being labeled emotionally disturbed (Ferri & Connor, 2005).

According to the U.S. Department of Education (2006), an emotional disorder is defined as one or more of the following characteristics occurring over a long period of time and to a marked degree which adversely affects school performance:

> (a) an inability to learn which cannot be explained by intellectual, sensory, or health factors; (b) an inability to build or maintain satisfactory relationships with peers or teachers; (c) inappropriate types of behavior or feelings under normal circumstances; (d) a general pervasive mood of unhappiness or depression; (e) a tendency to develop physical symptoms or fears associated with personal or school problems.

In accordance to this definition the U.S. Department of Education states that among members of the school population, "secondary students with ED are more likely to be male, black and to live in poverty. . . ." (p. 55).

Once identified as ED, Black male adolescents tend to be educated in self-contained settings and isolated from non disabled peers (U.S. Department of Education, 2003). These males have been at greater risk for suspension from school in comparison to non-disabled youth (Krezmien, Leone, & Achilles, 2006) and have been disproportionately represented in the juvenile justice system (Osher, Woodruff, & Sims, 2002). Educational services for Black males with ED have typically included remedial

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academic instruction (Patterson, 2005) and social skills training (SST) (Lane, Wehby, & Barton-Arwood, 2005) to address behavioral deficits.

Researchers have argued that these instructional approaches have deleterious short term and long term consequences for Black males with ED (Wagner, Newman, Cameto, Levine, & Garza, 2006). Despite remedial instruction, SST, and self-contained educational settings, Black males with ED still have had difficulty attending to instruction, relating new information to what is already known, and struggle to act purposefully and strategically for their academic benefit in the school setting (Levendoski & Cartledge, 2000; Mooney, Ryan, Uhing, Reid, & Epstein, 2005). Self contained settings and isolation from positive peer influences negated the development of social, vocational, and self-determination skills of this population. Long term implications of these instructional approaches for Black males with ED affect the ability to obtain employment, establish productive work environments, and achieve successful integration into society (Carter & Wehby, 2003; Mooney & Gunter, 2004).

Statement of the Problem

Despite the over-identification of Black male adolescents as ED based on behavior patterns, empirically-based research interventions for this population are scant (Cullinan & Saborni, 2004). Suggested interventions have included diversifying the teaching population to match Black male students with minority teachers (Cooper & Jordan, 2003), culturally sensitive pedagogical and classroom management practices (Weinstein, Tomlinson-Clarke, & Curran, 2004), and multicultural teacher preparation

programs that recognize the culture of Black males (Villegas & Lucas, 2002). These

interventions address needed changes to the educational system but do not address the

affective needs of Black males with ED holistically or individually. Interventions for

Black male adolescents with ED must give these students a voice to articulate issues

within their lives that subsequently affect their school behaviors, school attendance, and

school achievement (McIntyre, Pedder, & Rudduck, 2005).

A widely regarded intervention for Black males identified as at-risk is mentoring

(Smith, 1997).  Mentoring involves regular dyadic meetings between a child and older

person who provides guidance, support, attention and caring over an extended period of

time (Karcher, 2005). One aspect of successful mentoring is the mentor's ability to listen

and empathize with the mentee (Larson, 2006).  Listening and empathizing to the voices

of Black males with ED according to Howard (2001) "may reward educators with

insights into issues that may have been overlooked in previous discussions on school

reform" (p. 146).

In addition to mentoring as an intervention for Black males, Carver (1999)

suggested in his work that technology, and more specifically computers, could be used

productively to reach African American men and boys before they become at-risk for

educational and occupational failure" (p. 21). How the tools of mentoring and technology

might be utilized in today's context is an area just starting to emerge in the literature

(Cravens, 2001).

Purpose of the Study

The review of literature revealed the need to give Black male students with ED a voice to articulate the issues in their lives that affect their school performance. The literature also revealed that mentoring is a potentially viable intervention for Black males identified as at-risk (Assibey-Mensah, 1997) and that technology has been proven to spark emotional interest and academic engagement in this population of students (Carver, 1999). Therefore, this study investigated the implications of a Web-based mentoring model for Black males with ED in high school and the potential implications of this model of mentoring on the attendance, achievement, and behaviors of this population of students.

Research Questions

Four research questions were formulated to guide the researcher. The overarching research question and three supporting questions were as follows:

1. What themes emerge from mentoring Black males with ED in high school?

2. What are the implications of Web-based mentoring on the school behaviors of Black males with ED in high school?

3. What are the implications of Web-based mentoring on the school attendance of Black males with ED in high school?

4. What are the implications of Web-based mentoring on the academic engagement of Black males with ED in high school?

<center>Research Design</center>

This study involved quantitative and qualitative methods using a case study design to determine the themes and implications of a Web-based mentoring model on the attendance, achievement, and behavior of Black male students with ED in high school. Qualitative methods were chosen as Brantlinger, Jimenez, Klingner, Pugach, and Richardson (2005) suggested, "qualitative studies focused on special education explore attitudes, opinions, and beliefs of a number of parties involved in special education…" (p. 196). Answering the research questions involved the perspectives of the parents, school staff members, and most importantly the two Black males who were labeled ED.

Additionally, an ethnographic design was chosen for this study. Hancock and Algozzine (2006) asserted that ethnographic designs facilitate extended interaction between the participants and the researcher providing a rich description of the participants' view points. The participants' perspectives were obtained over a twelve-week period via weekly mentoring sessions using video conferencing. The researcher developed written journal entries of these conversations each week that provided rich detail of the participants' perspectives on their lives in general.

The ethnographic design also allowed the participants' attendance, achievement, and behavior to be observed directly in the natural classroom setting by the paraprofessional educator. Direct observation in the natural environment is the most common behavioral assessment technique employed for addressing students' adaptive and maladaptive behaviors (Brantlinger, Jimenez, Klingner, Pugach, & Richardson, 2005). Direct observation allowed an outside observer to record data on the behavior of

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interest within the environment where the behavior was of concern and at the time the behavior actually occurred (Hops, Davis, & Longoria, 1995; Shapiro & Kratochwill, 2000). Shapiro and Krathochwill (2000) have maintained that direct observation is advantageous when multiple problems are presented in identifying and prioritizing target behaviors that may be a part of a behavior chain and may yield data that differentiates the function of some behaviors versus other behaviors.

Finally, a case study approach was chosen to reveal the themes that emerged from the triangulation of data (e.g., rating scales, researcher journal entries, participant blogs) related to the participants individual concerns. Creswell et al.,(2007) asserted, "case studies focus on an issue with the case (individual, multiple individuals, program, or activity) selected to provide insight into the issue" (p. 245). Making this research exploratory in nature while providing a beginning understanding from two students' perspectives about the potential power of e-mentoring for Black males with ED.

<center>Treatment Conditions</center>

Two Black male adolescents (N = 2) identified as ED participated in the study based on their age and disability. Procedurally, the students viewed the Web-based mentoring model at a specified location on the school campus prior to the beginning of their first class during the 3$^{rd}$ quarter of the academic year. The students participated in the Web-based mentoring program under the supervision of the paraprofessional educator. The length of time the participants viewed the web site was at the discretion of the paraprofessional. The participants gained access to the Web-based mentoring model

via the paraprofessional using a secured password. The Web-based mentoring model

featured independently created video clips of the researcher (an African American male

role model). The video clips were no longer than two to three minutes in duration and

featured the researcher discussing attendance, achievement, and behavior in an authentic

context. The website contained a blog space where the researcher posted a weekly

question related to each video. The participants replied by posting their answers to a blog

space contained within the website. The participants also engaged in a live dialog with

the researcher using web cameras in a rotation of two days a week for one week and three

days the following week over a 13 week period.

Data Collection

Data collection for this case study involved observation protocols, Child Rating

Scales, youth surveys, and journal/blog entries. Procedurally, the parents of the

participants completed the Child Behavior Checklist for ages 6 - 18 (CBCL) at the end of

the study. The paraprofessional educator completed the Teacher Report Form (TRF) ages

6-18 also at the end of the study. For a sample of the Child Rating Scales, visit the

publisher's web site at www. http://www.aseba.org. Observations of the participants'

attendance, achievement, and classroom behavior were completed by the

paraprofessional educator weekly and were documented using an observation protocol

(See Appendix A). These protocols were faxed by the paraprofessional to the researcher

at the end of the study. The participants' responses to the blog questions also were posted

and archived by the researcher weekly. The researcher maintained a journal log of the

live video chat conversations between the participants and the researcher as the mentor.

At the conclusion of the study, the participants completed a youth self report (YSR) and a

youth survey (See Appendix B). A copy of the Institutional Review Board approval for

the research is contained in Appendix C.

Data Analysis

Multiple data sources were triangulated to answer the primary and secondary

research questions. A content analysis was conducted on the researcher's journal entries,

paraprofessional's observation protocols and student blog entries. Content analysis was

chosen to categorize the written content of the data into discernable themes. Johnson and

LaMontagne (1993) suggested that content analysis, "reduces communication into

discrete categories according to a set of predetermined rules"(p. 73). Finally, to complete

the study with rigor, the researcher's journal entries, paraprofessional observation

protocols, student blog entries, and all rating scale scores for each participant were

triangulated using an interpretivist approach (Kazdin, 1982).

Limitations

The goal of qualitative studies in special education is to produce descriptive or

procedural knowledge that answers questions about what is happening and why or how it

is happening (Shavelson & Towne, 2002). The limitations of producing descriptive

knowledge in this study were the, (a) inability to validate data collection, (b) lack of

treatment fidelity, (c) lack of experimental control of the Web-based mentoring model,

(d) researcher's participation in the data collection process, (e) lack of student participation, (f) difficulty establishing a mentoring relationship online, (g) inability to differentiate mentoring from counseling (h) difficulty of conducting a study in a school context, and (i) paraprofessional's involvement.

## Definition of Terms

E-Mentoring. Researchers have defined e-mentoring as being conducted at least partly by means of electronic communication, such as through e-mail and chat rooms (Miller & Griffiths, 2005). O'Neil, Wagner, and Gomez (1996) defined e- mentoring as "the use of e-email or computer conferencing systems to support a mentoring relationship when a face-to-face relationship would be impractical" (p. 39). Bierema and Merriam (2002) asserted that "e-mentoring is a computer mediated, mutually beneficial relationship between a mentor and a mentee which provides learning, advising, encouraging, promoting, and modeling, that is often without boundaries, and qualitatively no different than face-to-face mentoring" (p. 12). In this study e-mentoring was defined as electronic communications between the researcher and student participants.

Web Camera. A web camera (webcam) is a real-time camera whose images can be accessed using the World Wide Web, and instant messaging (Dedmen, 2006). Web-accessible cameras involve a digital camera uploading images to a web server, either continuously or at regular intervals. These images may be achieved by a camera attached to a PC (personal computer), or by dedicated hardware. Videoconferencing cameras typically take the form of a small camera connected directly to a PC (Richardson, 2006).

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In this study the web camera was used to facilitate video communications between the researcher and the student participants.

Video conferencing. A videoconference is a set of interactive telecommunication technologies which allow two or more locations to interact via two-way video and audio transmissions simultaneously (Dedmen, 2006; Richardson, 2006). In this study, video conferencing facilitated live conversations between the researcher and the participants.

Blog. A blog is a website where entries are written in chronological order and commonly displayed in reverse chronological order (Dedmen, 2006). A typical blog combines text, images, and links to other blogs, web pages, and media related to the topic. Blogs can serve as personal online diaries where readers can leave comments in an interactive format. Blogs demand interaction and require readers to read, think, and respond (Richardson, 2006). For educational purposes blogs can reflect students' work, contain links to other web sites, and facilitate student interaction. In this study, a blog was defined as written communications expressed by the student participants in response to questions posed by the researcher.

Academic engagement. Academic engagement is a student's sense of connection with school and the value the student assigns to academic performance and related outcomes (McMillan, 2003). Academic engagement incorporates a host of cognitive, emotional, and behavioral indicators reflected in the students' investment and attachment to education (Tucker et al., 2002). In this study, academic engagement was defined as the academic effort exerted by the student participants.

Social competence. Social competence is an external evaluation of an individual's abilities to interact with others and includes social skills which are the specific behaviors exhibited by an individual when interacting with others (Bullis, Walker, & Sprague, 2001).

Role models. Role models are defined as key references for adolescents in providing a window to the future, modeling positive behavior, and displaying adaptive techniques to which the adolescent can aspire (Bryant & Zimmerman, 2003). In this study, a role model was defined as the researcher modeling appropriate social practices.

Mentor. No Child Left Behind Act of 2001 (NCLB) defines a mentor as,

A responsible adult, a postsecondary school student, or a secondary school student who works with a child to provide a positive role model for the child. Mentors, a) establish a supportive relationship with the child, b) provide the child with academic assistance and exposure to new experiences, c) and provide opportunities that enhance the ability of the child to become a responsible adult . .

In this study, a mentor was defined as the researcher listening, empathizing, and advising the student participants.

Emotional disorder. According to the U.S. Department of Education (2006), an emotional disorder is defined as, exhibiting one or more of the following characteristics over a long period of time and to a marked degree which adversely affects school performance:

(a) an inability to learn which cannot be explained by intellectual, sensory, or health factors; (b) an inability to build or maintain satisfactory relationships with peers or teachers; (c) inappropriate types of behavior or feelings under normal circumstances; (d) a general pervasive mood of unhappiness or depression; (e) a tendency to develop physical symptoms or fears associated with personal or school problems. The term includes schizophrenia but does not apply to children who are socially maladjusted, unless it is determined that they have an ED .

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Conduct disorder. Conduct disorder is a form of childhood psychopathology involving a repetitive and persistent pattern of behavior in which the basic rights of others (e.g., aggression to people and animals, destruction of property, theft) or major age-appropriate societal norms or rules are violated (e.g., running away from home, truant from school) (American Psychiatric Association, 2000).

CHAPTER 2
REVIEW OF LITERATURE


Introduction

For this chapter, articles were reviewed related to emotional disorders, Black

males, technology, and mentoring. The chapter began with a discussion of the

endangered species status of adult males known as the Black male crisis. Then the

literature is summarized on the (a) over-identification of Black males as ED, (b) need to

provide Black males with ED a platform to share their perspectives on issues in their

lives, (d) role of mentoring for this population, (e) and potential of a Web-based

mentoring model. The chapter concludes with a summary of how this literature informed

the development of the tools used in this case study of two Black males labeled ED.


The Disenfranchised

Thomas Jefferson (1893) stated, "We hold these truths to be self-evident; that all

men are created equal and independent; that from equal creation they derive rights

inherent and unalienable; among which are the preservation of life and liberty and the

pursuit of happiness. . . ." (p. 43). Jefferson's statement laid the foundation for the

principles of economic, political, and social equality. As a society, the intent of these

ideas were to grant equal opportunities for individuals regardless of cultural background

to reach their fullest potential. However, rather than granting equal opportunities these

ideas have become influential in determining cultural hierarchies of majority and

minority group member status (Koppelman, 2008). Socio-cultural positioning

disproportionately determines the distribution of wealth, political influence, social

capital, and level of education; all of which affect the ability to achieve Jefferson's ideas

of life, liberty, and the pursuit of happiness (Nieto & Bode, 2008).

One of the groups that has been deeply affected by minority group member status

are Black Americans, particularly Black males (Koppelman, 2008; Porter, 1997).

Historically, Black males of low socio economic status (SES) have been denied access to

opportunities in a multitude of respects, particularly in education (Hutchinson, 1997). As

students in grades K-12, Black male adolescents have often attended zoned schools with

little social capital or political influence (Cooper & Jordan, 2003) and have been educated

in over-populated, deteriorating school facilities that are both racially and economically

isolated (Kozol, 2005). Black males have received instruction from teachers who often

lack experience, motivation, resources, and enthusiasm to effectively engage students in

the learning process. Cooper and Jordan (2003) described these schools as being,

"situated in communities that are marred by multiple social ills such as violence and

crime, unemployment, drug abuse, poor public health, and teenage childbirth, along with

an educational system that reproduces intergenerational poverty and virtually no true

social mobility" (p. 381). The effects of educational inequality have been and continue to

be evident in the lives of Black males caught in this phenomenon known as the Black

male crisis.

Endangered Species: The Post School Lives of Adult Black Males

One of the more compelling statements made on behalf of Black males in relation to minority group member status was articulated by Gibbs (1988) who labeled Black males as an endangered species. Gibbs made this statement to draw attention to the plight of Black males ages 15 – 24, basing this assertion on the following social indicators: education, delinquency, employment, teen parenthood, and substance abuse. Of these social indicators, education and more specifically the identification of Black males as ED were salient to this review of literature. Education has had a direct bearing on the outcomes of the other social indicators (Finn & Owings, 2006) and prompted Harvard educator Pedro Noguera (2003) to decry, "It is not surprising that there is a connection between the educational performance of African American males and the hardships they endure within the larger society"(p. 432). A review of the post school outcomes literature of adult Black males was essential in articulating the inherent problems of the Black male school experience and the signified relevance of this research.

The review began by comparing Gibb's data collected on the social indicators used to define the endangered species status of adult Black males (education, delinquency, employment, teen parenthood, and substance abuse) during the decades of the 1970s and 1980s to recent statistical data on these same social indicators. The recent data were reported from the U.S. Department of Education (2005), the U.S. Department of Justice (2006), the Justice Policy Institute (2003), the Centers for Disease Control (CDC) (2006), the College Board (2005), the Schott Foundations' report on Public

Education and Black male students (2006), and other researchers. A summary of the

comparative data are presented in Table 1.


Table 1
Endangered Species: A Statistical Comparison of Data

| Social Indicator | 1988 | 1990 - 2007 |
|---|---|---|
| Education | | |
| Student Population | 16.6% | 15.1% |
| High school completion rate | 31.9% | 45% |
| Average Math SAT Score | 363 | 431 |
| Average Verbal SAT Score | 335 | 433 |
| Higher Education Enrollment | 434,515 | 603,000 |
| | | |
| Employment Rate | 26.8% | 19.9% |
| Delinquency | | |
| Likelihood of incarceration | 15% | 32% |
| Substance Abuse | | |
| Marijuana Use | 31% | 43.8% |
| Alcohol Use | 29% | 66.5%. |
| Mortality | | |
| Homicide Rate | 72 per 100,000 | 85 per 100,000 |
| Suicide Rate | 11 per 100,000 | 12.2 per 100,000 |
| Percent of AIDS cases | 23% | 44% |


Education

Gibbs' began her discussion of the endangered species status of Black males by

examining student enrollment, graduation rates, scholastic aptitude test scores (SAT), and

enrollment in higher education. Gibbs noted that in 1984, African American students in

general comprised 16.6% of the school population grades K-12. Average math and verbal

SAT scores among African American students were 363 and 335 respectively. Gibbs

narrowed her focus to Black males and found that in 1985 these students' four year high

school completion rates was 31.9%. In 1984, 434,515 were enrolled in higher education.

Gibbs noted that the completion rates and higher education enrollments of Black males were the lowest among comparative ethnic groups.

Comparing Gibbs data to recent statistical data in the social indicators of education revealed that African American students are currently 15.1% of the school population grades K-12 in the school year 2005 (U.S. Department of Education, 2005) and the average math and verbal SAT scores of these students are 431 and 433 respectively (The College Board, 2005). Among Black males, the national four-year high school completion rate was only 45% in 2005 (Holzman, 2006).

Employment and Delinquency

Next, Gibbs' noted that in 1986, the employment rate for Black males between the ages of 16 and 19 was 26.8%. In 1985, African American youth under the age of 18 comprised 15% of the juvenile population, accounting for 23.2% of all juvenile arrests. As of 2003, the employment rate for Black males between the ages of 16 and 19 was 19.9% (Sum, Khatiwada, Ampaw, Tobar, & Palma, 2004). In the year 2003, African American youth comprised 16% of the juvenile population under the age of 18 accounting for 45% of all juvenile arrests for violent crime (U.S. Department of Justice, 2005), and 45% of delinquency cases involving detention (Justice Policy Institute, 2003).

Substance Abuse and Teen Parenthood

Gibbs's third and fourth indicators of an endangered species were substance abuse and teen parenthood. Gibbs indicated that in 1979; 31% of African American teenagers

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ages 12 to 17 reported they had used marijuana, and 29% said they had used alcohol. As

of 2006, 43.8% of Black males ages 12 to 17 used marijuana one or more times during

their lifetime, and 66. 5% consumed at least one drink several days per week (Center for

Disease Control and Prevention, 2006). Gibbs also reported that in 1980 the pregnancy

rate for African American teenage females was 163 per 1,000. In 2004 the pregnancy rate

was 63.1 per 1,000 (Martin et al., 2004).

## Mortality Rates

Gibbs final social indicator, mortality rate, revealed that the homicide rate among

Black males ages 15 to 24 was 72 per 100,000 and in 1982; the suicide rate was 11 per

100,000 (Gibbs, 1988). Also in 1986, Black males accounted for 23% of male AIDS

cases. As of 2004, the homicide rate among Black males ages 15 to 24 was 85 per

100,000 (Leovy, 2006), the suicide rate was 12.2 per 100,000 (Lyon et al., 2000) and this

population accounted for 44% of new male AIDS cases (Centers for Disease Control and

Prevention, 2005).

## Still Endangered?

The simple comparison of Gibbs' data with current findings reveals a disturbing

downward trend that reinforces the need for this study. With the exception of a decrease

in the teen pregnancy rate, the substance abuse, mortality, and delinquency rates have

increased dramatically. Black males account for one third of all new male AIDS cases.

Black males between the ages 12 and 17 consume alcohol and smoked marijuana

regularly and their employment rate is at a 50 year historical low (Sum, Khatiwada, Ampaw, Tobar, & Palma, 2004). The one positive trend of Gibbs' social indicators was education. Black students, specifically males, improved in their high school completion rate. Despite these improvements, the graduation rate for Black males is less than half of their White male peer group and more Black males are in prison than currently enrolled in college (Schiraldi & Ziedenberg, 2002). The comparison of Gibbs's research to the recent statistical data in the areas of employment, mortality, delinquency, teen parenthood and education revealed that Black males in general remained endangered at the time of the present study. Gibb's research reflected the social condition of non-disabled Black males. For adult Black males identified as ED during their school age years, however, post school outcomes add credence to the phenomenon of the Black male crisis.

Post School Outcomes of Students with ED

Data reported by Office of Special Education Programs (OSEP) (2005) and the National Longitudinal Study (NLTS) (Wagner, Newman, Cameto, Levine, & Garza, 2006) reveal disturbing trends regarding students identified as ED. The Office of Special Education Programs reports data to Congress annually on the Implementation of Individuals with Disabilities Education Act (IDEA) based on state reported data of the number of minority students' ages 3 to 21 enrolled in special education. In the most recent report the number of minority students' ages 3 to 21 enrolled in special education was 11% (U.S. Department of Education, 2005).

The National Longitudinal Study is a two-part longitudinal study of students with disabilities. National Longitudinal Study One reported data on 8,000 students with disabilities nationally, 800 (N=800) of whom were identified as ED ages 13 to 21 for the school year 1985-1986 (Blackorby & Wagner, 1996) . National Longitudinal Study One was conducted over eight years and involved data collection from youth, parents, and school staff. Data were collected by telephone and surveys were mailed every two years to a representative national sample of students with disabilities from local education agencies (LEA). Results of the study were revealed in 1996 and was the first prospective longitudinal study of youth identified with ED.

The National Longitudinal Study Two (NLTS2) began in the school year 2001 and will conclude in the year 2009. The study has required data collection in five waves for youth who were ages 13 through 16 in the year 2000. The study will provide statistical data on the academic performance and post school outcomes of secondary students by the year 2010. In addition, the NLTS2 methodology is linked to the original NLTS1 database to enable a comparison of experiences and outcomes over time for youth with disabilities as they transition into early adulthood (Wagner, Newman, Cameto, Levine, & Garza, 2006). The latest wave of NLTS2 data are a sample of 11,172 students with disabilities, 1,081 (N = 1081) identified as ED.

Results of reports from both IDEA and NLTS data revealed that youth with ED had poorer outcomes than any other group of youth with disabilities in school setting (Blackorby & Wagner, 1996; U.S. Department of Education, 2005). Specifically, youth with ED had the lowest grades of all disability groups, with three-fourths of students

failing one or more grades. For the school year 2002-03 the graduation rate for students with ED was 35.4%, the lowest among comparative disability groups. Conversely the dropout rate for these students in the school year 2002/2003 was 55.9%. The Annual Report to Congress for IDEA (2005) reported that, "In every year, the dropout rate for students with ED was substantially higher than the dropout rate for the next highest disability category" (p. 55). The NLTS reported that youths with ED three to five years after departing high school had an unemployment rate of 52%, an arrest rate of 58%, and were less likely than youths in the general population to have achieved residential independence. Both reports did not discus Black males specifically, however Black students comprised 11% of students identified as ED and 77% of these students were male. The post school outcomes of Black males with ED were similar to those of non-disabled Black males and legitimized the need to improve the educational experiences of these students.

Black Males and ED

Nationally, Black males are 2.5 times likely as White males and 5.5 times as likely as White females to be identified as ED (Parrish, 2002). The U.S. Department of Education (U.S. Department of Education, 2006), defined an emotional disorder as exhibiting one or more of the following characteristics over a long period of time and to a marked degree which adversely affects school performance:

> (a) an inability to learn which cannot be explained by intellectual, sensory, or health factors; (b) an inability to build or maintain satisfactory relationships with peers or teachers; (c) inappropriate types of behavior or feelings under normal circumstances; (d) a general pervasive mood of unhappiness or depression; (e) a

tendency to develop physical symptoms or fears associated with personal or school problems. The term includes schizophrenia but does not apply to children who are socially maladjusted, unless it is determined that they have an emotional disorder.

Once identified Black males receive special services that are often remedial (Townsend, 2000) and based on educational and behavioral deficit models (Ervin et al., 2000; Rock & Fessler, 1997). This population often receive instruction in self-contained classrooms and are isolated from normative peer influences (Blake, Wang, Cartledge, & Gardner, 2000; Cartledge & Johnson, 1996). In addition, Black males with ED received social skill training (SST) in favor of academic instruction to remediate behavioral deficits (Lo, Loe, & Cartledge, 2002).

In Their Own Voices

Absent from these efforts are interventions that allow Black males with ED to openly discuss their perspectives of the factors that influence their behavior and achievement in school. Lee (1999) asserted, "moreover, the voices of underachieving students, particularly low-performing students of color, often go unheard (p. 216)." Hearing the voice and perspectives of Black males with ED from urban backgrounds is essential to providing interventions best suited to address their normative needs. Researchers clearly indicated that these students were exposed to a host of risk factors (e.g., poverty, crime,) which adversely affected their behavior and achievement (Cooper & Jordan, 2003; Davis, 2003).

For example, data reported from The Nation's Report Card: Reading 2002 (Persky, Daane, & Jin, 2003), revealed that for students who are Black 68% in fourth

grade, 58% in eighth grade, and 39% in twelfth grade received free and reduced lunch. These data indicated that a large percentage of Black students are reared in impoverished conditions. This report was generated by National Assessment of Education Progress (NAEP), a congressionally mandated project of the National Center for Education Statistics (NCES) within the Institute of Education Sciences (IES) of the U.S. DOE. The project required all states to report student reading scores on national assessment tests. Additionally, data reported by the U.S. census bureau (DeNavas-Walt, Proctor, & Mills, 2004) revealed that the poverty rate for Blacks in the year 2003 was 24% based on survey data collected from each state.

The NCES also reported from 2007 Indicators of School Crime Safety Report (Dinkes, Cataldi, & Lin-Kelly, 2007) that 9% of Black students reported that they were afraid of being attacked at school (including on the way to and from school), and 7% feared an attack away from school. The report also disclosed that 37% of Black students were likely to report gangs in their schools, and 24% of Black students reported being offered drugs on campus.

Against such strong risk factors, interventions must individually and holistically listen to the voices of Black males with ED and address those factors identified by students as contributing to their behavior, achievement, and attitude toward school (Lee, 1999; Osborne, 1999). This point was articulated by Howard (2001) in the following excerpt,

> In the medical profession, before prescriptions or other potential interventions are
> proposed, patients are asked basic, yet vital questions such as "What is the
> ailment?" and "Can you think of anything that may have caused the sickness?"
> Once the patient is allowed the opportunity to convey the problem and how or

why it came to be, the medical expert devises an intervention plan. Perhaps, educators can take a cue from the medical profession and begin to ask our patients these same questions . . .     (p. 132)

An intervention that allows open communication is mentoring. Mentoring has long been recognized as a positive intervention for Black males (Assibey-Mensah, 1997) and could grant a platform for Black males with ED to share their experiences particularly those that influence behavioral decisions.

Mentoring Black Males with ED

As many as 2.5 million youth receive some form of mentoring each year in the United States (Rhodes, 2002). Typically, mentoring involves regular dyadic meetings between a child and an older person who provides the child guidance, support, attention, and caring over an extended period of time (Karcher, 2005). The foundation of the mentoring relationship is the bond that forms between the youth and mentor. Only after a strong emotional connection has been established through consistent meetings, can the two participants proceed to achieving the objectives of the program in which they are involved (e.g. improving academic competence, increasing self-esteem, enhancing interpersonal relationships) (Rhodes, 2002).

For Black males the ultimate purpose of mentoring is the extent to which the perceptions and values associated with the mentor can help mold personal development and personal decision making abilities of the mentee (Assibey-Mensah, 1997). Achieving the ultimate goal of mentoring Black males identified as ED is particularly challenging. Students with ED have a natural distrust for authority figures (Honora, 2003), and Black

males detach emotionally from individuals, situations, and circumstances that they deem as emotionally threatening based on past experiences (Harris, 1995; Majors & Billson, 1992; Oliver, 2006). The theoretical framework for mentoring Black males identified as ED is based on Kohut's (1977) theory of self psychology. Karcher (2005) reporting on Kohut's self psychology theory asserted,

> Social connectedness is achieved from the development of self-esteem and self-management of social skills. Self-esteem, from this theoretical perspective, occurs when the individual receives empathy, praise, and attention from idealized others within close dyadic relationships (e.g., first with parents, then with peers, teachers, and mentors). Skill development result from the individual's emulation of idealized others when the youth views them as consistently present and competent. Second, growth in self esteem, social skills, and self management facilitate interpersonal connectedness to the contexts (e.g., school) and activities (e.g., reading) in which these positive dyadic relationships occur…(p. 67)

The key in developing a mentoring relationship with Black males identified as ED, according to Struchen and Porta (1997) is the mentee's acceptance of the mentor as a role model. In order to accept the role model, these students must believe that these individuals are worthy of imitation in some respect and that their attitudes or values are ones they would like to assimilate (Bryant & Zimmerman, 2003). Role models have been critical points of reference for Black males with ED because they have provided a window to the future, modeled positive behavior, and displayed adaptive techniques to which the adolescent aspires (Bryant & Zimmerman, 2003; Kemper, 1968). Role models have been instrumental in enabling Black males with ED to mitigate the factors that have influenced negative behavior patterns (e.g., crime, poverty).

To determine the impact of role models on the behavior and academic achievement of Black males, Bryant and Zimmerman (2003) interviewed 679 African

American ninth grade students from low SES backgrounds. Of the participants, 49% were male (n = 333) with an average age of 14.6. They were interviewed to determine if the presence or absence of a role model impacted violent and non-violent problem behavior, alcohol and marijuana use, and academic engagement (e.g., attitude toward school, grade point average, attendance). Interviews were analyzed using an ANOVA to determine the type of role model identified by the participant. The participants identified role models as either their fathers (n = 143), extended family member (n = 82), older brother (n= 42), no one (n = 30), other (n = 8), or famous person (n = 20). After the interviews, the students completed a self-report questionnaire about drug and alcohol use using a paper-and pencil format. The reports were analyzed using a seven-point Likert scale.

Results of the study revealed that participants with identified role models had fewer problem behaviors, lower incidents of substance abuse, and greater academic engagement than participants without an identified role model. Bryant and Zimmerman (2003) found that violent behaviors occurred less frequently among participants reporting role models as their father, their older brother, their extended family in comparison to participants reporting no role model. Non violent behaviors also occurred less frequently among participants reporting role models as their father, their older brother, their extended family in comparison to participants reporting no role model.

In regard to academic engagement, the school attitude rating scale scores were higher among participants reporting their fathers, older brother, and extended family member as role models compared to the participants without role models. The mean GPA was higher among participants identifying their fathers, their older brother, and their

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extended family member than those participants reporting no role model. Days skipped

within the last month were lower among participants that identified their father, their

older brother, and their extended family than those participants that without an identified

role model.

Participants who reported role models as their father, their older brother, their

extended family member had less consumption of alcohol over a period of one year than

participants who reported no role model. The marijuana use reporting scale results were

lower for participants who reported their father, their older brother, their extended family

member in comparison to participants who reported no role model. Results of Bryant and

Zimmerman's 2003 study indicated that the presence of a role model positively

influenced the achievement and behavior of the Black male participants.

Structured Mentoring Approach

In developing a structured mentoring program for Black males with ED, Olmeada

& Kauffman (2003) suggested the following socio-cultural considerations: (a) the

student's developmental level, (b) the social validity of the skills being taught, (c) the

situational context, and (d) the cultural context. They based the socio cultural framework

on a review of SST research studies that covered 20 years (1979-1999) involving African

American students with ED. They narrowed their review to include studies that reflected

the extent to which researchers incorporated a socio cultural perspective in the design,

implementation, and reporting of their research.

These considerations had a direct influence on designing the mentoring

framework and the mentoring approach offered to these students (Bos & Fletcher, 1997).

Architects of mentoring programs should realize that the behaviors of the Black male

protégé are shaped by their socio cultural context (e.g., family, community, SES) and

have been identified as incompatible with the expectations of the school culture (Harris,

1995; Olmeada & Kauffman, 2003). Mentors must also be aware of their own socio

cultural backgrounds (e.g., middle-class, majority culture values and perceptions) in

relation to the socio cultural background of the Black male protégé (e.g., urban, low SES)

(Townsend, 2000). The mentoring framework and the mentoring approach must consider

socio cultural influences critically in order to overcome the Black male protégé's

reluctance to bond with the mentor and to provide avenues for experimentation, guidance,

and direction (Corbin & Pruitt II, 1999). Designing mentoring programs in consideration

of the socio cultural background of the Black male protégé enhances the overall quality

and effectiveness of the structured mentoring approach.


<center>E mentoring</center>

E-mentoring emerged as a byproduct of electronic mail (e mail) communications

between multiple parties via the use of the internet (Bierema & Merriam, 2002). E-

mentoring is not a new phenomenon, yet multiple definitions abound to describe this

mode of communication. Miller and Griffiths (2005) described e mentoring as "being

conducted at least partly by means of electronic communication, such as through e-email,

chat rooms"(p. 300). O'Neil, Wagner, and Gomez (1996) defined E mentoring as the

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"use of e-email or computer conferencing systems to support a mentoring relationship when a face-to-face relationships would be impractical" (p. 39). Bierema and Merriam (2002) have asserted that e-mentoring is "a computer mediated, mutually beneficial relationship between a mentor and a protégé which provides learning, advising, encouraging, promoting, and modeling, that is often without boundaries, and qualitatively different than face-to-face mentoring" (p. 12).

These definitions of e-mentoring described primarily business applications (e.g., corporate training programs). In education, e-mentoring has been used in K-12 schools to link students with outside experts who can provide intellectual resources, support, and guidance on school-based projects (Dubois & Karcher, 2005). The review of literature revealed that e-mentoring has not been formally evaluated as an intervention for addressing the normative of students (Price & Chen, 2003). Miller and Griffith (2005) asserted, "What evaluation research there is has concentrated on processes within e-mentoring programs and the participants' feelings of satisfaction and involvement, rather than on longer term outcomes, like effects on grades, antisocial behavior, or employment" (p. 305).

Technology and Education

Over the past three decades, school systems have increasingly used technology in K-12 classrooms (Bialo & Sivin, 1989; DeBell & Chapman, 2006). The movement toward integrating technology and education began with the landmark report, A Nation at Risk (U. S. Department of Education, 1983) which condemned the public system of

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education for failing to educate the at-risk student population This commission recommended that computer competence should be added to the public school curricula after reading, writing, and arithmetic as the fourth basic skill needed by U.S. students for global competitiveness (Carver, 1999). As a result of this report, technology in education has increased dramatically particularly in urban schools through government funded programs such as Title I. For example, data from the Computer and Internet use by Students in 2003 report (DeBell & Chapman, 2006) revealed that, 86% of Black students used computers and 47% used the internet. Data for the report was collected by a survey of 56,000 households in October of 2003. One respondent per household was interviewed and provided information on computer and internet use for the targeted population. Data were collected on a total 29,075 (N = 29,075) persons age 3 and older. The report revealed that computer use among Black students was greater at school (82%) versus home (46%). Students were found to use computers for a variety of reasons including; to complete assignments (35%) for internet purposes (22%), for gaming (38%), for e-mail (18%), and for graphics and photos (5%).

Greater access to computers in the school setting and the need to provide a platform for Black male students with ED to openly discuss their feelings prompted this study of a Web-based mentoring model. The unique aspect of this exploratory research study was that the researcher was based in Orlando, Florida, and the participants were based in Norfolk, Virginia. The researcher never met the participants face to face prior to, during, or after the study to maintain the integrity of the Web-based mentoring model.

Summary

Quality of life and social indicators revealed that Black males are in crisis and have been for years (Noguera, 2003). In the 1980s, Gibbs (1988) labeled Black males as an endangered species based on educational achievement and post school outcomes. A review of current educational statistics and post school quality of life indicators revealed that the endangered species status of Black males has not changed. Several researchers have contended that the poor quality of life experienced by adult Black males is the result of negative school experiences with particular regard to the identification of Black males as emotionally disordered (Coleman, 1966; Gibbs, 1988; Noguera, 2003). This population has been identified based on aggressive behavior patterns (Webb-Johnson, 2002).

One proposed solution to address over-identification was to obtain the student perspectives (Cooper, 2000). Black male student voices are silenced in discussions of school reform (Zimmerman et al., 2004). According to Howard (2001), listening to the voices of Black males, particularly Black males labeled ED, "may reward educators with insights into issues that may have been overlooked in previous discussions on school reform." (p. 146). Interventions for Black male adolescents with ED must give these students a voice to articulate issues within their lives that subsequently affect their school behaviors, school attendance, and school achievement (McIntyre, Pedder, & Rudduck, 2005).

Chapter 3 contains the methodology used in the study. The chapter discusses the use of a Web-based mentoring model as a platform to provide Black male students with

ED a voice to articulate their opinions on school and their lives in general. The discussion

includes model development, procedures, personnel, and evaluation measures.

CHAPTER 3
METHODOLOGY

<u>Introduction</u>

This study determined themes that emerged from two case studies conducted with high school students who were labeled ED using a Web-based mentoring model. The purpose of the study was exploratory in nature to determine the implications of a Web-based mentoring model on the attendance, academic engagement, and behavior of these two Black males identified as ED. These two students participated in a rotation of two mentoring sessions a week followed by the three sessions the next week over a twelve week period. The mentoring sessions included live conversations with a mentor using a web camera, the viewing of video clips featuring the mentor as a role model, and responding to a posed question through blogging related to attendance, achievement, and behavior. This research examined changes in each participant using a Child Rating Scale, teacher observation of participant behavior, researcher journal entries, and archived blog postings to determine the implications of the Web-based mentoring model.

The chapter begins with statements of the research questions followed by a description of the research instruments, data collection, and research procedures. The chapter concludes with a discussion of the procedures used to determine the reliability, and validity of the findings as well as the limitations of the research study.

The following questions were investigated in this study:

1. What are the themes that emerge from mentoring Black males with ED in high school?

2. What are the implications of Web-based mentoring on the school behaviors of Black males with ED in high school?

3. What are the implications of Web-based mentoring on the school attendance of Black males with ED in high school?

4. What are the implications of Web-based mentoring on the academic engagement of Black males with ED in high school?

## Research Design

An ethnographic case study design was chosen to answer the proposed research questions. Hancock and Algozzine (2006) suggested that ethnographic designs facilitate extended interaction between the participants and researcher providing a rich description of the participants' view point and the researcher's perceptions of functioning. The principles underlying ethnography helped to determine the implications of Web-based mentoring on the academic engagement, achievement, and attendance of Black males with ED in high school.

## Variables

The independent variable in the study was the Web-based mentoring model. The model featured live interactive dialog, video clips, and a blog. The dependent variables in the study were the classroom behaviors, the academic engagement, and the attendance of the participants.

## Participants

The participants in the study were two Black males that were 16 years of age and identified as ED. The first participant transferred to the school at the beginning of the year and demonstrated externalizing behaviors including the use of profanity, threatening authority, and destruction of property. The participant's social history revealed a traumatic brain injury as a result of a car accident. He admitted to having a former association with a street gang, but professed no current involvement. He also had difficulty controlling his anger and had violent dreams of being attacked. This participant reported being harassed by his peers and engaged in violent confrontations when provoked. He also expressed a desire to leave school as a result of poor peer relations. Academically his skills were below grade level.

The second participant was 16 years of age and was described as depressed. He often expressed displeasure with his home life. The participant began the study two weeks late as result of a hospitalization for overdosing on pain medication. The social history revealed that the participant was one of nine siblings and had assumed a patriarchal role in the absence of his father. The participant was at odds with his mother.

The participant was employed at a local fast food restaurant and was reportedly affiliated with a street gang. The participant engaged in a serious school fight as result of gang membership and required medical care. He demonstrated poor school and classroom attendance and was academically below grade level in all content areas. A detailed description of each participant appears in Table 2. It was interesting to note that the participants had been identified as ED, yet their IQ scores indicated below average performance.

Table 2
Participant Profile

| Grade | Age | Race | Disability | Language | IQ | GPA | Credits |
|-------|-----|------|------------|----------|-----|------|---------|
| 9 | 16 | Black | ED | English | 66 | .25 | 1.5 |
| 9 | 16 | Black | ED | English | 78 | 2.0 | 1.5 |

Other participants in the study were the paraprofessional educator and the parents of the participants. The paraprofessional was a white female 51 years of age. She was employed with the host school for six years. The paraprofessional's job responsibilities included monitoring students, collecting data for functional behavioral assessments, and supporting teachers with student behavioral concerns. The parent of Student One was an unmarried female nurse with three children. The parent of Student Two was an unemployed mother who completed odd jobs on occasion. She had 10 children eight of whom lived at home. She had a fiancé who lived at home and fathered three of the children.

<u>Context and Access</u>

The high school participating in this study was located in an urban area of

Virginia. A detailed description of the host school site is presented in Table 3.

Table 3
Demographic Characteristics of the School

| Demographic Descriptor | Numeric Data |
|---|---|
| Demographic type | Urban High School |
| Location | Virginia |
| Student Enrollment | 2234 |
| General education | 2007 |
| Special education | 227 |
| Enrollment by grade level | |
| Grade 9 | 774 |
| Grade 10 | 639 |
| Grade 11 | 418 |
| Grade 12 | 403 |
| Free and reduced lunch | 47.60% |
| Student ethnicity | |
| Percent White | 38.80% |
| Percent Black | 52.80% |
| Percent Hispanic | 5.20% |
| Percent Native American | .04% |
| Other | 0 |
| Teachers | |
| Total number of teachers | 152 |
| Special education teachers | 24 |

The high school operated on an academy system where the student body and

faculty were divided into four distinct groups. While the principal oversaw the school as

a whole and focused on building-wide issues, an assistant principal supervised each

academy. Students remained within the same academy for their entire academic career,

forging closer relationships between parents, teachers, counselors and administrators. The

high school focused on a community service project for each academy and provided

many opportunities for every student to participate in extracurricular activities.

<div align="center">Study Procedures</div>

Prior to the study, the researcher developed the Web-based mentoring model with

contributions from the researcher's doctoral committee members and the assistance of a

web development team. The Web-based mentoring site is displayed in Figure 1. It

featured a live video chat dialog between the researcher and the participants, a web blog,

and video clips of the researcher as a role model.
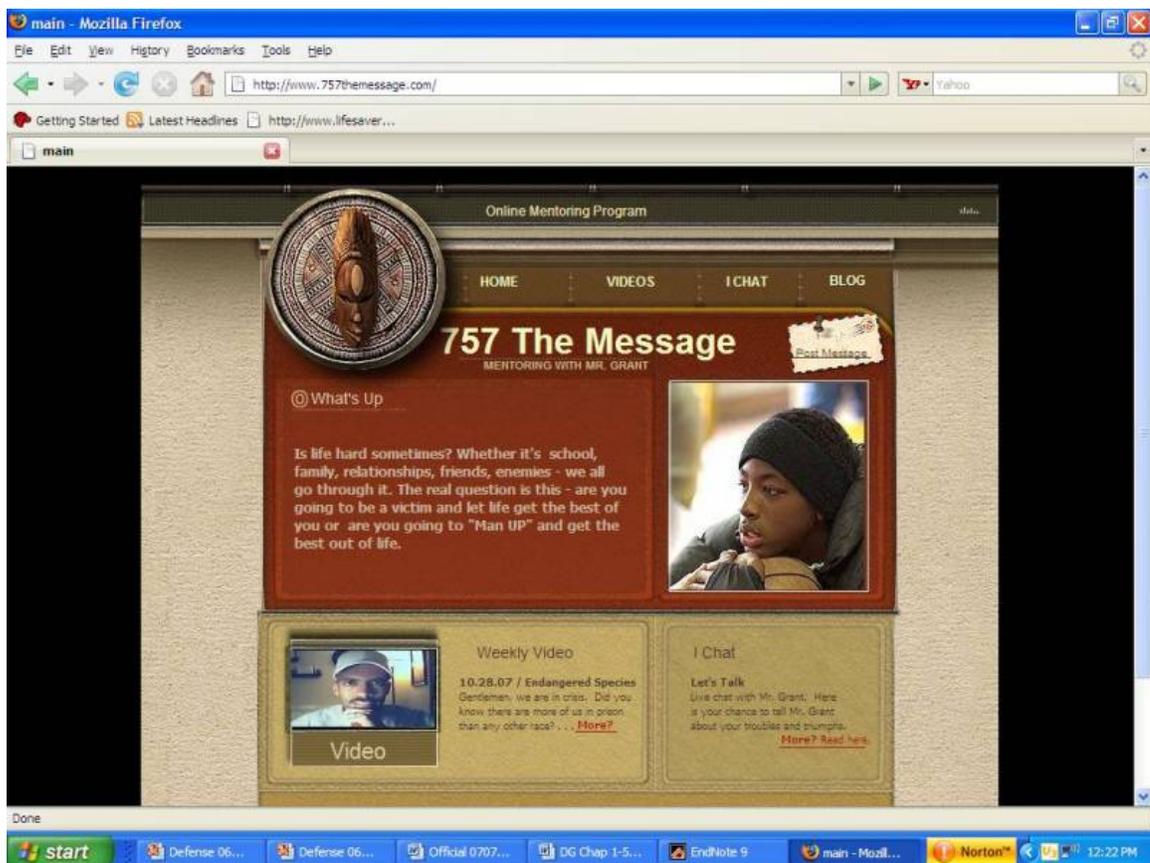


Figure 1. Web-based Mentoring Model

The video clips, a sample of which is displayed in Figure 2, were created by the researcher (a Black male role model) and discussed attendance, behavior, and achievement.



Figure 2. Video Clip Example

The video clips were filmed in natural settings (e.g., from the researcher's home, the community) and were no longer than two to three minutes in duration. The videos were archived on the web site permitting the students to review previous video clips at their leisure.

The website contained a blog space (See Figure 3) where the researcher posted a weekly question based on the video clip scenario. The intended purpose of the blog was to facilitate group mentoring sessions between the participants and the researcher.



Figure 3. Participant Blog

The website also featured live interactive dialog (See Figure 4) between the researcher and the participant via the use of a web camera. The video chats allowed the participants to openly discuss issues related to their lives in general. A summary of the web development process appears in Table 4.



Figure 4. Video Chat

Table 4

Web-based Mentoring Model Development

| Responsible Parties | Results |
| --- | --- |
| Doctoral Committee. | The researcher met with doctoral committee. The committee recommended that the content of web site address attendance, achievement, and behavior. Model to feature a live dialog video chat with mentoring participants. Model to feature video clips of the researcher as the mentor. Model to feature a blog question related to the video clips. Model designed to engage the interest of Black male students with ED. |
| Researcher | A total of twelve video clips of the researcher as a role model were filmed commensurate with the duration of the research study. Four clips were related to attendance. Four clips were related to achievement. Four clips were related to behavior. A weekly blog question was created by the researcher related to the featured video clip. The researcher met with the technical staff of the host school site to discuss the hardware and software requirements needed to implement the live video chat dialog. |
| Web developer | The researcher met with the web developer. Web developer created a web site that imbedded the researcher created video clips and blog questions. The web site was designed to engage the interest of the participants. |

Prior to the study, the researcher gained access to the host school site and met

with the special education director and the senior coordinator of secondary schools in

special education services to discuss the Web-based mentoring project. The researcher

obtained permission to implement the study from the Institutional Review Board of the

researcher's university (See Appendix C) and from the senior coordinator of research and

evaluation in the department of strategic evaluation of the host school site. The researcher

held phone conversations with the technical staff and the special education director of the

host school site to discuss hardware and software requirements as well as logistical arrangements for implementing the Web-based mentoring model.

To establish video communications the researcher used the Microsoft NetMeeting video conferencing program. The host school site used a teleconferencing and video conferencing program manufactured by Polycom. Both programs were compatible and were used to establish video communications between the mentor and the participants. The researcher called from his home office and dialed into the host school's video conferencing program using the host schools internet protocol address (IP). The technical staff provided the IP address. The researcher used a Logitech QuickCam web camera and a Compaq personal computer to facilitate video conferences. The host school site used a large video monitor and the Polycom program to facilitate the video conference. To view the password protected website the participants used Dell computers.

The location for the mentoring sessions was on the school's campus in an auxiliary resource room. The room contained three Dell computers, two desks, and two chairs. The room also contained a long table and telephone. In addition to the technical requirements for the study, the researcher held video conferences and phone conversations with the special education director, the paraprofessional educator, and the parent(s) of the participating students and discussed the procedures and individual responsibilities. The responsibilities for the various parties are described in the following paragraphs.

## Special Education Director

Prior to the study, the researcher discussed with the special education director the mentoring schedule for the participants and the responsibilities of the paraprofessional educator. The special education director determined that the participants would be mentored on a rotation of two days one week and three days the following week commensurate with the students' academic schedules. The participants were mentored individually with staggered time schedules. Student One was mentored at 8 am and Student Two was mentored at 8:15am. The special education director assigned the supervisory requirements as required by the researcher's Institutional Review Board and strategic evaluation department of the host school site to the paraprofessional educator. The special education director also received from the researcher the required documentation of the Institutional Review Board (e.g. parental consents forms, student assent forms, teacher report forms, research instrumentation) and obtained signatures and signed documentation for the participants involved in the study.

## Paraprofessional

To gain approval for the research study, a staff member of the host school was required to be present during all mentoring sessions. This responsibility was given to the paraprofessional educator of the mentoring participants. The paraprofessional was responsible for calling the participants to the designated location to begin the mentoring sessions and assisted with the technical features of the web site (e.g., passwords and user identification). The paraprofessional was also responsible for observing the behaviors,

attendance, and level of academic engagement of the participants during one of their

academic content area classes using an observation protocol created by the researcher for

a period of twelve weeks. (See Appendix A). Observations of the participants occurred in

a bi-weekly rotation of two days one week and three days the following week as

established by the special education director. Upon each weekly completion of the

protocol, the paraprofessional faxed or e-mailed the documents to the researcher.

Parent

Prior to the study, the researcher scheduled a video conference meeting with the

parents of the participants. The intent of the meeting was for the researcher to share with

the parents his background as an educator and interest in helping their children succeed.

The parents of the participants did not, however, attend the scheduled meeting.

Building Relationships

To develop the mentoring relationship the researcher began by introducing

himself to the students. The researcher shared his background as a former teacher and

current student and thanked the students for participating in the study. The researcher

explained procedures and emphasized that the project was an opportunity for the students

to share their thoughts openly with a person who was willing to listen. The researcher

established commonality by informing the students that he was a student in school and

needed to complete this project in order to graduate. The researcher drew parallels

between the mentoring project and projects the students complete for their teachers in

order to receive a grade. In order to build the students' self worth as participants in the study, the researcher emphasized that he could not complete the project without their participation. The researcher also emphasized that though the project was important, the students' needs and support for their needs was the reason for the mentoring sessions.

During the first few mentoring sessions, the researcher attempted to become familiar with the students by asking questions such as: (a) What do you do for fun? (b) How many members are in your family? In subsequent sessions the researcher asked questions related to school including: (a) How do feel about school? (b) What are your favorite and least favorite classes? The researcher also asked open ended questions to facilitate student responses that were related to their lives in general such as: (a) What is on your mind today? (b) What happened after school? (c) What happened this weekend? and (d) What are your plans? Overall, the relationship was based on establishing trust and reaffirming the researcher's genuine interest in the student's well-being.

Study Protocol

Sessions began at 8 am with the researcher using the video conferencing software program to dial into the host school's IP address. The paraprofessional from the host school received the video conference phone call. The call established the video conference and live interactive dialog. The paraprofessional then called to the classroom of Student One. The paraprofessional remained in the room for the duration of the mentoring session. She sat at a table and completed paperwork during the sessions. The researcher began the conversations with greetings (e.g., "What's up! What's going on!).

Conversations ranged in duration from three to ten minutes depending on if Student One needed to share his thoughts. The researcher then directed Student One to view the mentoring website. The paraprofessional typed in the login and password. Student One navigated the website and viewed the video clip of the week. Videos were two to three minutes in duration. After viewing the video, the student navigated the web site and answered the post blog question for the week. The blog questions were related to the video. Student One read and typed an answer to the proposed blog question based on his thoughts. Sessions ended with the researcher providing the student with a word of encouragement (e.g., Have a good day, Keep your eyes focused). After Student One returned to class, the paraprofessional called the classroom of Student Two. The researcher followed the same protocol with Student Two as he did with Student One each day. A summary of the video and blog topics introduced in weekly mentoring sessions appears in Table 5.

Table 5

Mentoring Sessions

| Week/Topic | Video | Blog |
|---|---|---|
| Week 1/ Behavior | Discussed cultural differences, Community versus classroom behavior. | Tell me of a time while you were in school when you found yourself in trouble for something you did not do. What happened? |
| Week 2/ Attendance | Importance of attendance | Have you ever skipped a class? Describe what happened? |
| Week 3 Academic Engagement | Shared with participants researcher's difficulties with writing. Emphasized importance of persistence to improve writing skills. | Tell me of a time that you had to write something for a teacher or wrote something for fun like a rap. What was it about? Was it hard to do? |
| Week 4/ Behavior | Addressing authority figures (e.g. teachers, principals, cops) | Tell me of a time when you had to talk to an authority figure (a principal, a police officer, or someone like that) when you were accused of doing something. How did you respond? |
| Week 5/ Attendance | Discussed the importance of leaving on time. | Tell what you do in the mornings before school in order to make it to school on time? What do you do in order to make it to class on time? |
| Week 6/ Academic Engagement | Shared with participants researcher's difficulties with reading. Emphasized the importance of persistence to improve reading skills. | Tell me something about the last book you read. What was it about? Was the book hard to read? Have you ever been distracted when reading? How do you stay focused on reading |
| Week 7/ Behavior | Discussed treatment of women. Specifically the way women are treated in the entertainment industry. | In some of the videos or movies you have watched do you feel that women are disrespected by men? Why or why not? How do you treat female teachers? How do you treat female classmates or female friends? How do you treat a female that has disrespected you? |

| Week/Topic | Video | Blog |
| --- | --- | --- |
| Week 8/ Attendance | Discussed an aspect of Black culture known as colored people time (CPT). | Tell of me of a time that you or your family were late to a family function? Was your family upset for being late? Do you think you can be late to class like being late to a family function? Why or Why not? |
| Week 9/ Academic Engagement | Shared with participants researcher's difficulties with math. Emphasized the importance of persistence to improve reading skills. | Why is math important? |
| Week 10/ Behavior | Discussed the importance of thinking before acting | Tell me of a time you acted before thinking? What happened? How did you feel? What did you learn from the experience? |
| Week 11/ Attendance | Discussed tardiness in relation to attendance. | Which is worse being late to class or skipping class? Why? |
| Week 12/ Academic Engagement | Discussed the importance of studying for tests and completing homework. | Tell of a time when you had a test and did not study. What happened? What grade did you receive? Why is it important to study? |

On three occasions, the researcher deviated from standard protocol. On day two of week one, the researcher received a phone call from the special education director requesting that the researcher speak with Student One after an altercation with another student. The mentoring session began at 1:14 pm on day two of week one and continued for approximately 45 minutes. Student One did not view videos or answer blog questions on that day. The researcher and Student One discussed the incident in detail. On two occasions, the researcher mentored Student One and Student Two simultaneously. These

sessions occurred during week nine, day 25 and week 12, day 30. The researcher conducted a video conference with both students simultaneously. Student One was late for his scheduled time and consequently participated in the mentoring session with Student Two. The students then watched the same video on different computers. The students then answered the posted blog questions separately.

<div align="center">Research Instrumentation</div>

Research instrumentation used in this study were, (a) the Youth Self-Report (YSF), (b) the Child Behavior Checklist (CBCL), and (c) the Teacher Report Form (TRF). The CBCL, YSR, and TRF were developed by the Achenbach System of Empirically Based Assessment (ASEBA). These instruments offer a comprehensive approach to assessing adaptive and maladaptive functioning and involved, (a) recording the problems reported for large samples of children, adolescents, and adults, (b) performing multivariate statistical analyses of correlations among the problems to identify syndromes of problems that tend to co-occur, (c) using reports of skills and involvement in activities, social relations, school, and work to assess competencies and adaptive functioning, and (d) constructing profiles of scales on which to display individuals' scores in relation to norms for their age and gender (Achenbach & Rescorla, 2001). Other research instrumentation used in this investigative study included an observation protocol, video clips, blogs, and the website.

Child Behavior Checklist

The Child Behavior Checklist age/6-18 (CBCL) obtains reports from parents, close relatives, and guardians regarding children's competencies and behavioral emotional problems. Parents provide information for 20 competency items covering their child's activities, social relations, and school performance (Achenbach & Rescorla, 2001). The CBCL/6-18 scoring profile provides raw scores, T scores, and percentiles for the following, (a) activities, social, and school competence scales, (b) total competence, (c) eight cross-informant syndromes, and (d) internalizing, externalizing, and total problems. Reliability for each test instrument (CBCL, YSR, and the TRF) was based on inter-interviewer reliability, test-retest reliability, internal consistency, and cross informant agreement. Achenbach and Rescorla (2001) determined reliability by comparing the rating scale scores of the mothers and the fathers of 723 children. Inter-interviewer and test-retest reliabilities of the CBCL items scores were supported by intraclass correlations of .93 to 1.00 for the mean item scores obtained by different interviewers and for reports by parents on two occasions seven days apart. Test-retest reliability of ASEBA school-age scale scores was supported by a mean test-retest $rs$ of .90 for the CBCL competence and empirically-based problem scales. The internal consistency of ASEBA competence scales was supported by alpha coefficients of .63 to .79. For the empirically based problem scales, alphas ranged from .78 to .97 and for the DSM oriented scales, the alphas ranged from .72 to .91.

Youth Self Report

The Youth Self-Report (YSR) is comparable to the CBCL ages 6 -18 and
addresses physical problems, child or adolescent concerns, and strengths (Achenbach &
Rescorla, 2001). The report can be completed by youths having 5th grade reading skills,
or it can be administered orally. Individuals are instructed to rate themselves for how true
each item is currently or within the past six months. The YSR scoring profile provides
raw scores, T scores, and percentiles for the activities and social competence scales, total
competence, the eight cross-informant syndrome scales, the six Diagnostic and Statistical
Manual (DSM) oriented scales, internalizing, externalizing, and total problems scales.
Test-retest reliability of ASEBA school-age scale scores for the YSR, was supported by a
mean *rs* of .88 for the competence scales and .82 for the empirically based problem
scales. Mean *rs* for the DSM-oriented scales ranged from .79 to .88. The internal
consistency of ASEBA competence scales was supported by alpha coefficients of .55 to
.75. For the empirically based problem scales, alphas ranged from .71 to .95 and for the
DSM oriented scales, the alphas ranged from .67 to .83.

Teacher Report Form

The Teacher's Report Form (TRF) obtains teachers' reports of children's academic
performance, adaptive functioning, and behavioral/emotional problems (Achenbach &
Rescorla, 2001).Teachers rate the children's academic performance in each subject on a
five-point scale ranging from 1 (far below grade level) to 5 (far above grade level).
Cognitive and achievement test scores for the child can also be provided on the form. For

adaptive functioning, teachers use a seven-point scale to compare the child to typical pupils for how hard he/she is working, how appropriately he/she is behaving, how much he/she is learning, and how happy he/she is. Test-retest reliability of ASEBA school-age scale scores was supported by a mean test-retest *rs* of .90 for the TRF adaptive and problem scales. The internal consistency of ASEBA competence scales was supported by an alpha coefficient of .90 on the total adaptive scale. For the empirically based problem scales, alphas ranged from.72 to .95 and for the DSM oriented scales, the alphas ranged from .73 to .94.

Criterion related validity of the CBCL, YSR, and TRF scales were supported by multiple regression, odds ratios, and discriminant analyses all of which showed significant (p <.01) discrimination between referred and non-referred children. The construct validity of the scales has been supported by significant associations with analogous scales of other instruments, DSM criteria, cross-cultural replications of ASEBAS syndromes, genetic and biochemical findings, and by predictions of long-term outcomes (Achenbach & Rescorla, 2001).

These research instruments have been supported by four decades of research, consultation, and feedback and were chosen to answer the research questions based reliability, content validity of the competence, and adaptive and problem item scores. Additionally, all test items according to the authors discriminated significantly (p <.01) between demographically matched referred and non-referred children (Achenbach & Rescorla, 2001).

## Validity of the Data

The content of the website (attendance, achievement, and behavior) was developed based on an extensive review of literature on Black males with ED. The literature revealed three overarching themes: sporadic attendance (Davis, Johnson, Cribbs, & Saunders, 2002), aggressive behavior (Cartledge, 1999), and poor achievement (U.S. Department of Education, 2005) as factors that adversely impact Black males with ED. Therefore, the content of the website reflected these identified themes as critical variables for Black males to be successful in school. The blogs and the video clips also contained the same overarching themes presented in content on the website. Therefore, content validity was reflected in these themes from the literature. Face validity of the study was achieved by having each participant complete a youth satisfaction survey (Appendix B) to determine student perceptions.

## Reliability of the Data

To achieve trustworthiness of the data, a content analysis was performed on the researcher's journal entries, the participants' blogs, and the paraprofessional's observations for each student. The data were analyzed by the researcher noting references to people, objects, and events (Johnson & LaMontagne, 1993). The responses were bracketed as categories in relation to the research questions. Answers unrelated to the questions also were noted. The categories were then defined to delineate the focus of the responses. A sample of 25% of the definitions was coded into a tentative set of categories. Responses that did not fit into a category were documented. Categories were

redefined to incorporate the responses that did not fit into the previous categories. This process was repeated until all the responses were categorized. The researcher then ranked the categories that occurred most frequently from greatest to least (Johnson & LaMontagne, 1993).

An interrater, a doctoral student in education who was not involved in the study, analyzed the data using the researcher's categorized themes. This student had a background in working with students with disabilities and had completed coursework in case study research and data analysis. Prior to the data analysis, the researcher trained the interrater on content analysis procedures. The researcher conducted a mock analysis of the data with the interrater to ensure understanding of the procedures and accuracy of data analysis. With the actual study, the interrater then ranked the list of categories from greatest to least. The ranked categories of the researcher and the interrater were compared. An agreement level of 90% between the rankings of the researcher and the interrater was achieved and established reliability of the data (Kazdin, 1982). The Child Rating Scales were scored by a graduate student in the counselor education program. The researcher then reviewed the scores with a faculty member in the counselor education program to ensure all responses were scored correctly. Finally, the paraprofessional observations, the participant blog entries, the researcher's journal entries, and the behavior rating scales were triangulated by identifying common themes for each of the two participants to answer the research questions.

<u>Fidelity of Treatment</u>

The researcher followed the mentoring protocol daily. These procedures were

followed except as noted on days 2, 25, and 30. These variances occurred due to Student

One's request to speak with the researcher and dual mentoring of both participants. A

summary of the mentoring protocol appears in Table 6.

Table 6
Mentoring Protocol

| Role | Task | Activity |
|---|---|---|
| Researcher | 8 am established video conference by dialing the host school IP address using MicrosoftNetmeeting classroom behavior. | |
| Paraprofessional | Received video conference call from researcher. | |
| Paraprofessional | Called the classroom of the student participants. | Paraprofessional remained in the room during mentoring sessions |
| Student/ Researcher | Student entered room, sat in chair, and engaged in live dialog with the researcher. | Video chats lasted from three to ten minutes. |
| Researcher | Directed students to view website. Researcher remained in contact with the participant. | |
| Paraprofessional | Loged onto the website using a password. | |
| Student | Navigated the website and viewed website of researcher. | Videos lasted from two to three minutes |
| Researcher | Directed students to answer the posted blog question. | Blog question was related to the video clip. |
| Student | Read the blog and typed an answer. | |
| Student | Concluded mentoring session | Researcher gave |

| Researcher | | words of encouragement |
| --- | --- | --- |
| Researcher | Disconnected video communication | |
| Paraprofessional | | |

## Data Collection

For the purpose of answering the research questions posed in this case study, data were collected from multiple sources. Participants' blog entries and the researcher's journal entries of the live video chats were collected and archived for data analysis. The CBCL and TRF were completed by the paraprofessional educator and the parents of the participants before the implementation of the Web-based mentoring model. The paraprofessional's observations of the participants' behavior in the classroom setting were collected weekly. Participants completed the YSF after the study to obtain their perspectives of any changes in their own behaviors. The participants also completed a survey after the study to obtain their perspectives regarding which aspect of the mentoring model (blogs, videos, or live chat) was most beneficial to their attendance, behavior, and academic engagement.

## Data Analysis

The multiple data sources were analyzed and triangulated to answer the proposed research questions. First, data from the YSR, CBL and TRF were scored by a graduate student from the department of counselor education. Second, content analyses of the data were performed by the researcher for each participant to determine themes from the written material. Analyzed data included the paraprofessional's observations, the

archived blog entries, and the researcher's journal entries. The data for each participant were analyzed by the researcher, and references to people, objects, and events were noted. The responses were bracketed as categories in relation to the research questions. Answers unrelated to the questions were also noted. The categories were then defined to delineate the focus of the responses. A sample of 25% of the definitions was coded into a tentative set of categories. Responses that did not fit into a category were documented. Categories were redefined to incorporate the responses that did not fit into the previous categories. This process was repeated until all the responses were categorized. The researcher then ranked the categories that occurred most frequently from greatest to least (Johnson & LaMontagne, 1993).

To establish reliability, an interrater who was not involved in the study, analyzed the data base on the researcher's categorized themes. The interrater then ranked her list of categories from greatest to least. The ranked categories of the researcher and the interrater were compared. An agreement level of 90% between the rankings of the researcher and the interrater was achieved and established reliability (Kazdin, 1982). Finally, the behavior checklist, the participant blog entries, the researcher's journal entries, and the behavior rating scales were triangulated by identifying common themes for each of the two participants to answer the research questions. The results for each of the research questions related to each case study are provided in detail in Chapter 4.

CHAPTER 4
RESULTS

<u>Introduction</u>

Chapter 4 provides a discussion of the categories and definitions and the results of
the analyses of four data sources: (a) Child Rating Scales (b) researcher's journal entries,
(c) participants' blog entries, and (d) paraprofessional's observations. Categories and
definitions were derived from a content analysis of the researcher's journal entries
(Johnson & LaMontagne, 1993), paraprofessional's observations, and participants' blog
entries. Child Rating Scales were scored to evaluate the participants' level of behavioral
and emotional competence. These data sources were triangulated to determine themes
and answer the research questions for each participant in this case study.

Emerging Themes from Student Voices

The researcher kept a journal log of the video chat conversations for both subjects
the journal entries along with blog responses, ending focus groups and from analysis of
students' backgrounds from the various instruments presented profile of four themes.
These themes did not follow the predetermined themes from the literature but instead
emerged as four distinct areas that the researcher felt represents collectively these two
students' voices. Distinctly the data collected supported the following four categories (a)
Listen to me, (b) What I need, (c) What I prefer, and (d) What I need to succeed. For the
category "listen to me" the researcher provides reflections from the video chats related to
the students' perspectives on their lives in general. This category includes but is not

limited to family, home and school environments, and peer relationships. In the theme of "what I need" the researcher provides evidence of the students' thoughts regarding possible solutions to address their social and emotional needs. When discussing "what I prefer", the statements provide the students' reflections of their desired school and home environments in relation to their social and emotional needs. In the final category that emerged of "what I need to succeed", the students' voices articulated their personal goals and the essential elements they needed from a social and emotional perspective in order to achieve their stated goals. These categories depicted the overarching discussions by both students related to their life challenges as well as their thoughts for addressing their normative needs. Direct quotes are included in this section to ensure authenticity and accuracy in the representation of the students' voices in each of the four categories.

Rating Scale Scores

The results of the CBCL, TRF, and YSR rating scales classify student behaviors as internalizing, externalizing, and total problems. Internalizing behaviors included anxious/depressed, withdrawn/depressed, somatic complaints without known medical causes, and withdrawal from social contacts (Achenbach & Rescorla, 2001).

Externalizing behaviors represent conflicts with other people and with their expectations for behavior including, rule breaking behavior and aggressive behavior syndromes. The total problem scale is the sum of scores on all the problem items of the ASEBA form (e.g. CBCL, TRF, and YSR). The internalizing scores were computed by summing the raw scores on the three internalizing syndromes (anxious/depressed,

withdrawn/depressed, somatic complaints) while their externalizing scores were computed by summing their raw scores on the two externalizing syndromes (rule breaking behavior, aggressive behavior syndrome). The total problems scale on each form consisted of the sum of all specific problem items on the form plus the highest score (1 or 2) given to any additional problem entered on the open-ended item number 13 of the CBCL and TRF.

These scores were then compared to sample scores of referred and non-referred children on the CBCL, TRF, and YSR (N = 3,210 CBCL, N = 1,938 YSR, N = 3,086 TRF) to determine a range of scores. The range of scores was calculated by computing the differences between the cumulative percent of referred children who obtained all scores up to a particular score and the cumulative percent of non-referred children who obtained all scores above that same score. Analyses of the internalizing, externalizing, and total problems scale on most ASEBA forms have shown that the most accurate cut points for discriminating between referred and non-referred children are at about the 80th to 84th percentiles of the normative samples (Achenbach & Rescorla, 2001). For consistency with the internalizing, externalizing and total problems, Achenbach and Rescorla determined the borderline clinical range at *T* scores of 60 and 63 and the clinical range at *T* >64. *T* scores that fell between the range of 60 and 63 were considered borderline clinical and scores that fell below *T* >64 were considered clinical (approximately the 84th through the 90th percentiles) on the same subscale for referred and non-referred children (Achenbach & Rescorla, 2001). Scores that fell in the borderline clinical and clinical range suggested that the Diagnostic and Statistical Manual

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(DSM IV) should be consulted to determine whether the individual might meet diagnostic criteria for disorders characterized by problems included on those scales (Achenbach & Rescorla, 2001).

## Student One

### Introduction

Student One is a black male identified as ED who was 16 years old at the time of the study. He lived with his mother and twin brother. He was a tenth grade student and his academic skills at that time were below grade level. He suffered a traumatic brain injury as a result of a car accident and had difficulty controlling his anger. His anger manifested in verbally and physically aggressive episodes which may be attributed to environmental factors, namely school and difficult family relationships. Results of his Child Rating Scale Scores indicated clinical levels of internalizing problems (e.g. withdrawn/depressed, anxious/depressed) while his aggressive behavior subscale scores were in the normal range. These scores may indicate that Student One's internalizing behaviors were exasperated by provocation from peers resulting in explosive outburst.

### Categories and Definitions for Student One

Four data sets were analyzed for Student One. The data included the Child Rating Scale, researcher's journal entries of the video chats, the participant blog entries, the paraprofessional's observations. The researcher's journal entries were coded for emerging themes using a content analysis process (Johnson & LaMontagne, 1993). These

themes were then clearly defined to determine reliability of the categories created. Appendix D contains the categories and definitions for Student One. For Student One, the following categories were derived from the content analysis of the researcher's journal entries listed by frequency of occurrence: (a) disclosure-32, (b) negative peer relationships -8, (c) positive extra curricular-6, (d) positive family relationships-4, (e) negative family relationships-4, (f) mentor/mentee relationship-4, (g) negative emotions-3, (h) verbal aggression-3, (i) physical aggression-3, (j) positive attitude toward school-3, (k) researcher feedback-3, (l) positive peer relationships-2, (m) remorse-2, (n) positive decision making-2, (o) negative extra curricular-1, and (p) negative attitude toward school-1.

The following categories were derived from the content analysis of the participant blog entries for Student One, school effort and school attitude. The following categories were derived from the content analysis of the paraprofessional's observations for Student One, (a) academic engagement, (b) class avoidance, (c) distraction, (d) negative peer relationships, and (e) cooperation. The categories identified in the four sets of data will be further discussed in the data triangulation section.

<u>Youth Self Report (YSR) for Student One</u>

The Youth Self Report (YSR) was completed by Student One to obtain his perceptions of his competencies and problems. Student One's total competence score was in the borderline clinical range ($10^{th}$ to $16^{th}$ percentile) for self-reports by boys ages 11 to 18. His scores on the activities scale, externalizing score, somatic complaints, social

problems, thought problems, attention problems, rule-breaking behavior, and aggressive

behavior syndromes were in the normal range. Student One's scores on the social scale,

positive qualities scale, and anxious/depressed syndrome were in the borderline clinical

range ($3^{rd}$ to $7^{th}$ percentile). His total problem score was also classified in the borderline

clinical range ($3^{rd}$ to $7^{th}$ percentile). His internalizing score and withdrawn/depressed

syndrome score were in the clinical range ($3^{rd}$ to $7^{th}$ percentile). These results indicated

that Student One reported more problems than are typically reported by boys ages 11 to

18, particularly problems of anxiety or depression and withdrawn or depressed behavior.


<u>Child Behavior Checklist (CBCL) for Student One</u>

The Child Behavior Checklist (CBCL) was completed by the mother of Student

One to obtain her perceptions of his competencies and problems. Student One's scores on

somatic complaints, thought problems, rule-breaking behavior syndromes, and social

scale were in the normal range. His scores in the activities scale, anxious/depressed,

withdrawn/depressed, externalizing, social problems, and aggressive behavior syndromes

were in the borderline clinical range ($10^{th}$ to $16^{th}$ percentile). His competence, attention

problems syndrome, and school scale scores were in the clinical range ($3^{rd}$ to $7^{th}$

percentile). His total problems and internalizing scores were also in the clinical range ($3^{rd}$

to $7^{th}$ percentile). These results indicated that Student One's mother perceived her son as

experiencing problems of anxiety or depression, withdrawn or depressed behavior,

problems in social relationships, attention problems, and problems of an aggressive

nature more than typical boys ages 11 to 18.

Teacher Report Form (TRF) for Student One

The Teacher Report Form (TRF) was completed by the paraprofessional educator to obtain her perceptions of Student Ones' adaptive functioning and overall issues. Student One's scores on the withdrawn/depressed, somatic complaints, social problems, thought problems, attention problems, rule-breaking behavior, and aggressive behavior syndromes were in the normal range. On the attention problems subscales, his scores for both inattention and hyperactivity-impulsivity were in the normal range. His total problems score was also in the normal range. His externalizing score was in the borderline clinical range ($10^{th}$ to $16^{th}$ percentile) as was the total adaptive functioning score. Student One's internalizing and anxious/depressed syndrome scores were in the clinical range ($3^{rd}$ to $7^{th}$ percentile) These results indicated that the paraprofessional reported more problems than are typically reported by teachers of boys ages 11 to 18, with particular regard to problems of anxiety or depression.

The TRF also provides the DSM-oriented scales. Teacher perceptions of Student One's scores on the affective problems, somatic problems, attention deficit/hyperactivity problems, oppositional defiant problems, and conduct problems scales were in the normal range. On the attention deficit/hyperactivity subscales, his scores for both inattention and hyperactivity-impulsivity were in the normal range. His score on the anxiety problems scale was in the borderline clinical range ($10^{th}$ to $16^{th}$ percentile).

## Researcher's Journal Entries for Student One

The researcher kept a journal log of the video chat conversations for both subjects. The following categories emerged from the content analysis of the journal entries (a) Listen to me, (b) What I need, (c) What I prefer, and (d) What I need to succeed. These categories depicted the students' discussions of their life challenges as well as their thoughts for addressing their normative needs. Direct quotes are included in the results section to ensure authenticity and accuracy of the students, voices.

A summary of the researcher's journal entries, participants, blog entries, and paraprofessional's observations for Student One and Two are presented in the following section. The findings from these instruments are presented as themes that emerged from listening to each of these students.

### Student One

### "Listen to Me."

Listening to Student One's voice from the mentoring session revealed his frustration with his school environment with particular regard to his peers. He stated "People are always bothering me." Student One's voice revealed hostile relations with his peers that included verbal and physical threats of violence and subsequent response when provoked. He stated, "I don't care. I'll knock someone out if I have to" and "I don't care if I get suspended or expelled."

In listening to Student One, he described a specific incidence that transpired with a fellow peer that articulated his frustration with his school environment. He described the incident as a verbal altercation that escalated to physical violence for which he was restrained by school security. He shared that he yelled, "Don't touch me!" When his paraprofessional attempted to intercede, Student One stated, "I yelled at her too." In addition to the school environment, Student One also complained of a poor family relationship with his father. Student One revealed that his father had a girlfriend that in his words, "controls him." He stated, "My father's girlfriend tells him to stay away from my older brother, my twin and myself." In response, Student One stated, "I want nothing to do with my father."

These negative environmental factors at home and school were all relayed through the peer mentoring and appeared to impact Student One's physical and emotional well-being. Again in listening to Student One regarding his poor peer relations at school, Student One stated, "I have nightmares of dying and dream about the people that have picked on me." He also reported that he struggles to "let go of the bad things at school." He mentioned after an altercation with a fellow student that he was, "mad for the rest of the day." He disclosed that his anger from this incident affected his ability to perform an after school job. He stated, "I could not put the pipes in the bins, I kept dropping them because I was so mad."

In listening to his statements the researcher could hear his desire to succeed academically despite these negative environmental factors. He stated, "I have never skipped school" and "I come to school to complete my work." Overall, Student One from

the researcher's perspective had difficulty with peer relations at school. He was agitated by peer influences and responded negatively when provoked. Based on his internalizing Child Rating Scale Scores, Student One did not have a strong voice which appeared to manifest in his inner struggles through violent outbursts directed toward peers and authority figures. Additionally, he might lack skills in appropriately identifying and communicating his thoughts, feelings, and needs and so his teachers and others see maladaptive behaviors. The mentoring process appeared to have given him a voice to appropriately share and 'vent' thus decreasing the build up of pressure that can further impair his ability to connect with thoughts, feelings and needs, and lead to an 'explosive' outburst. Despite his poor peer relations he maintained his desire to obtain his education.

"What I Need."

Based on the comments of Student One articulated in the Web-based mentoring sessions, he expressed a need for a school environment that is safe. Student One has had a history of facing challenges from bothersome and aggressive oriented peers. He added, "I thought it would be different in high school but it is the same as middle school." His need for a safe school environment was supported by his Child Rating Scale Scores that were completed by the student, parent, and paraprofessional and were in the clinical range for internalizing problems (e.g. anxious/depressed, withdrawn/depressed).

The results indicated that Student One experienced more problems of anxiety and depression than are typically reported by boys ages 11 to 18. He experienced externalizing problems to a lesser degree and his scores on the rule-breaking behavior

and aggressive behavior syndromes were in the normal range. The results of the rating scales were noteworthy in that Student One demonstrated explosive behaviors during the study that included destruction of property, verbal and physical aggression toward peers and authority figures.

The rating scale scores appear to indicate that Student One was not naturally inclined to demonstrate externalizing behavior patterns, but would react when provoked. For example during a mentoring session, he described an incident that occurred on the school bus. He stated, "This girl asked what was I carrying in my bag?" He responded, "None of your business!" She persisted and he responded by saying, "I am giving you five seconds to get out of my face." She did not comply and he said, "Instead of hitting her, I punched the window on the bus." Overall, the Child Rating Scale Scores revealed that provocation from his peers appeared to elevate his anxiety and depression resulting in explosive outburst. Conversely, Student One demonstrated that when his need for a safe school environment is satisfied then he is capable of performing academically. For example during one of the paraprofessional's observations she noted that he watched a movie and participated in a class discussion. Student One from the mentoring sessions seemed to express a need for a safe school environment unencumbered by aggressive oriented peers.

These findings were supported by his blog responses in which he discussed his daily preparation for school. He wrote, what I like to do in the mornings is make sure I am clean before I go to school. This entry indicated his desire to succeed and his expectations of his school environment. His level of preparation revealed the investment

that he was willing to make in order to obtain his educational goals. He seemed to expect reciprocal efforts from his fellow peers and the school environment in general. When these expectations were compromised by bothersome peers, the realization of his goals appeared doubtful, raising his anxiety level and withdrawn behavior patterns. His inability to articulate his frustrations prompted explosive reactions. Mentoring appeared to be a valuable resource for Student One to articulate his frustrations constructively.

"What I Prefer"

Based on the comments of Student One discussed in mentoring sessions, he preferred a school environment that was conducive to learning. An environment where he is not constantly challenged by peers and was able to focus on his education. He expressed dissatisfaction not with school, but with his fellow peers. He stated, "I want to get my education." In response to poor peer relations at school he stated, "I am going to vocational school next year to get away from these people." The statements expressed by Student One strongly indicated his need to be educated in an environment free from distractions and poor peer relations. Again his Child Rating Scale Scores seem to support his preference for a school environment free from distractions and bothersome peers. His internalizing scores were in the clinical range with regard to anxious/depressed and withdrawn/depressed behaviors. These scores appear to reflect the personality of an introverted individual. Student One appears to prefer a school atmosphere with peers who are reserved and focused on educational goals.

"What I Need to Succeed"

Student One recognized his personal challenge to manage his emotions in response to his environment. He also recognized how his inability to manage his emotions interfered with his ability to succeed in school and life in general. Student One acknowledges that in order to succeed he needed to control his emotions and reactions in response to others. He mentioned, "My mother tells me to ignore people." He disclosed his ability to manage his emotions at times. For example when confronted once by police officers he stated, "I remained calmed and the men walked away." The researcher praised Student One for his efforts. During the mentoring sessions, the researcher informed Student One to remember that he is unable to control his negative environment, but is capable of managing his emotions.

As an aid for Student One to manage his emotions, the researcher encouraged the use of a simple self-management strategy using personal statements articulated by Student One during the mentoring sessions related to his academic and post school goals. For example Student One wrote in response to a blog question "I would like to graduate, give credit, and move on with my life." In another blog he wrote, "You really have to get to class on time to get some work done." Finally he wrote, "For me to not be late is to catch the bus to get to school on time." The researcher encouraged Student One to reflect on these statements when approached by his peers at school or in situations where he felt bothered as a strategy for managing his emotions. These issues for Student One were also evident from the Child Rating Scale Scores in his mother responded to the following question, "What concerned you most about your child? She wrote, "temper and unable to

control anger at times." She also reported, "If an incident happens it's hard for him to let it go." "When he is upset he paces the floor." Mentoring in teaching self-management strategies could enhance his opportunity to be successful in school and his community.

### Participant Blogs of Student One

Student One understood and appreciated the value of his education. From the blogs, he stated, "I will come to school," and he did put forth the effort to attend school daily. For example he stated, "What I like to do in the mornings is to make sure I'm clean before I go to school and for me to not be late is to catch the bus." He also stated, "I never skipped school because I will like to graduate and move on and go on with my life, and I will have to give credit and get an education." Student One was also motivated to achieve in school. He stated, "I focused on what I want to complete or to finish." Overall, his blog responses indicated that despite the negative school environment he realized that his education was necessary for him to succeed.

### Paraprofessional Observations of Student One

Observations by the paraprofessional indicated that Student One's academic effort was inconsistent. The paraprofessional reported that he demonstrated sporadic attendance patterns. For example, the paraprofessional noted that during one school day, Student One was on time to class but was 20 minutes late to another class. Student One was found wandering the hallways during this particular class. The paraprofessional also noted inconsistency in his level of academic engagement. The paraprofessional reported that

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during one observation, Student One was highly engaged, watching a movie, and interacting in class discussions. During another observation, Student One had a cell phone confiscated by his teacher. Overall, the paraprofessional's observations indicated that Student One, despite his desire to succeed, struggled to maintain consistent academic effort.

<p style="text-align:center">Results of Mentoring Sessions for Student One</p>

Student One attended 23 of the 30 scheduled mentoring sessions. The sessions missed were due to the Dr. Martin Luther King holiday, test schedules, spring break, and inclement weather. Of the 23 sessions, Student One participated in every live video chat with the researcher as a mentor. He viewed 10 of 12 video clips and posted blog answers to 5 of the 12 blog questions. These blog questions included the following, (a) Tell me of a time that you or your family were late to a family function? (b) Tell me what you do in the mornings before school in order to make it to school on time? (c) Tell me something about the last book you read, (d) Have you ever been in trouble for skipping school? and (e) If you could jump on a plane and travel to any place in the world, where would you go? Technical difficulties and time constraints interfered with Student One's ability to answer every question posed.

Research Question One

What are the themes that emerged from mentoring Black males with ED in high school? The researcher intended that the answer to this research question would be related to achievement, attendance, and behavior as identified by the review of literature regarding students with ED. However, granting the student a voice with the Web-based mentoring model, revealed themes that were related to his social and emotional needs. For Student One, the theme that emerged was the need to feel safe and secure in an atmosphere that was conducive to learning. Student One repeatedly expressed, during the mentoring sessions, that poor peer relations at school affected his emotional well-being. He stated, "They [fellow peers] challenge me." Results of his Child Rating Scales indicated a clinical level of anxiety and withdrawn behavior. Poor peer relations appeared to negatively impact his social and emotional needs and prompted explosive reactions from him. He stated, "I'll knock someone out if I have to." Additionally, his unmet social and emotional needs in regard to poor peer relations resulted in hall wandering and poor academic engagement. These behaviors indicated that his social and emotional needs superseded class attendance, academic engagement, and appropriate behavior.

Despite his poor peer relations, he maintained his desire to succeed academically. He stated, "I want my education," and he was willing to transfer to a different school in order to obtain his goal. This indicated he recognized the value of his education and attempted to address his social and emotional needs in order to obtain his educational

goals by transferring. Based on his perspectives discussed in the mentoring sessions,

Student One could succeed academically, behave appropriately, and attend class

consistently provided that his social and emotional needs were addressed first.

Research Question Two

What are the implications of Web-based mentoring on the school behaviors of

Black males with ED in high school? To understand the implications of Web-based

mentoring on the behaviors of Student One required an examination of specific

behavioral episodes that occurred during the study. One day after the first mentoring

session Student One engaged in a verbal altercation with another student. During the

incident, he was restrained by school security and threatened the paraprofessional with

violence. During the second week of mentoring, the student punched and broke a school

bus window after a verbal altercation with another student.

As the study progressed, Student One managed to control his anger more

effectively. For example, Student One had a cell phone confiscated by his teacher, but the

paraprofessional noted that he did not become upset. On another occasion, Student One

stated, "I was mad, but I went on to class," in response to a directive from the school

faculty. The paraprofessional also reported that, "He has come a long way from the

beginning of the school year. He used to fight a lot but now works on controlling his

anger." It is interesting to note that despite the disruptive behaviors exhibited by Student

One at the onset of the mentoring study, a pattern of improvement in his ability to control

his anger was beginning to emerge near the conclusion of the study. Though this could

have been a possible outcome of the mentoring model, other factors outside the

researcher's knowledge could have impacted his behavior.

Research Question Three

What are the implications of Web-based mentoring on the school attendance of

Black males with ED in high school? The literature identified sporadic attendance

patterns as a characteristic of students with ED (Lane & Carter, 2006). Student One

demonstrated poor attendance patterns that continued during the course of the mentoring

study. For example, the paraprofessional noted that during one academic week Student

One was 20 minutes late to class but was on time to class the following day. The

following week Student One was on time to class once but tardy on two other occasions.

The paraprofessional stated, "He arrived extra late to his class due to hall wandering. This

is happening more and more as the year is coming to an end." His actual attendance

versus his statements regarding the importance of attending school and class differed.

Although his class attendance was inconsistent, he attended every mentoring

session. Extenuating circumstances with the school schedule affected attendance at some

mentoring sessions. However, from a student attitude perspective, Student One willingly

attended and participated. Based on observations of Student One's attendance patterns,

Web-based mentoring positively impacted Student One's attendance at the mentoring

sessions but did not generalize to class attendance. Again, a longer time frame for the

study may have revealed factors that motivated Student One's attendance at the

mentoring sessions versus opposition to class attendance. If those factors were identified,

the mentor could have focused on redirecting Student One's efforts in attending class regularly.

Research Question Four

What are the implications of Web-based mentoring on the academic engagement of Black males with ED in high school? Student One's skills were academically below grade level, yet he put forth the effort to reach his academic goals. He was described by the paraprofessional as "working hard." For example over the course of the mentoring study, the paraprofessional noted that Student One interacted more with other students in class discussion groups. On the YSR, he rated his academic performance as average. In one of his blog responses he stated, "I focused on what I want to complete in order to finish." He also appreciated the importance of education. Again, in his blog responses, he stated, "I will like to graduate and move on and go on with my life." During the course of the mentoring study, Student One's level of academic engagement did not increase or decrease. Overall, implications of Web-based mentoring were that the model did not encourage or hinder academic engagement.

Student Two

Introduction

Student Two is a Black male who was 16-years-old and labeled ED at the time of the study. He was in the tenth grade and had an engaging and energetic personality.  He was receiving special education services at the time of the study and his academic skills

were below grade level. Student Two did not live at home due to memories of an incident

that transpired in his home at the age of nine that appeared to impact his physical and

emotional well-being. His Child Rating Scale Scores indicated clinical levels of both

internalizing and externalizing behavior patterns on the subscales of social relationships,

attention, and affective problems. These scores may explain Student Two's need to

rectify the relationship with his mother, and his preference for secure relationships and

stable environments.

## Categories and Definitions for Student Two

Four data sets were analyzed for Student Two. The data included the researcher's

journal entries of the video chats, the participant's blog entries, the paraprofessional's

observations, and the Child Rating Scales. A listing of the categories and definitions for

Student Two appears in Appendix E. For Student Two, the following categories were

derived from the content analysis of the researcher's journal entries listed by frequency of

occurrence, (a) disclosure-27, (b) impact on student-14, (c) rejection-11, (d) coping-8, (e)

researcher feedback-8, (f) mentor/mentee relationship-5, (g) abuse-4, (h) positive

relationships-4, (i) negative environment-3, (j) academic performance-3, (k) violence-2,

(l) self monitoring-2, and (m) negative peer relationships-1.

The following categories were derived from the content analysis of the

paraprofessional's observations for Student Two, (a) academic engagement-7, (b)

academic disengagement-2, and (c) class avoidance-2. School effort was the only

category that was derived from the content analysis of participant two's blog entries. The

Child Rating Scales included the Youth Self report (YSR), Child Behavior Checklist (CBCL), and the Teacher Report Form (TRF).

<u>Youth Self Report (YSR) for Student Two</u>

The Youth Self Report (YSR) was completed by Student Two to obtain his perceptions of his competencies and problems. Student Two's scores on the activities, social, and positive qualities scale were in the normal range. His scores on the somatic complaints, social problems, attention problems syndromes, and total competence scores were in the normal range.

Student Two's score on the withdrawn/depressed syndrome was in the borderline clinical range (10th to 16th percentile). His total problems, internalizing, externalizing, anxious/depressed, thought problems, rule-breaking behavior, and aggressive behavior syndromes scores were in the clinical range (3rd to 7th percentile). These results indicated that Student Two reported more problems of anxiety or depression, withdrawn or depressed behavior, thought problems, rule-breaking behavior, and problems of an aggressive nature. On the DSM-oriented scales, his scores on the somatic problems and attention deficit/hyperactivity problems scales were in the normal range. His scores on the affective problems, oppositional defiant problems, conduct problems scales and anxiety problem scales were in the clinical range (3rd to 7th percentile).

<u>Teacher Report Form (TRF) for Student Two</u>

The Teacher Report Form (TRF) was completed by the paraprofessional to obtain

her perceptions of Student Two's adaptive functioning and problems. Student Two's

academic performance, internalizing score anxious/depressed, withdrawn/depressed,

somatic complaints, social problems, thought problems, attention, inattention, and

attention problems syndromes scores were all in the normal range. On the DSM-oriented

scales, his affective problems, anxiety problems, and somatic problem scales scores were

in the normal range. His scores on the attention deficit/hyperactivity problems,

oppositional defiant problems, rule-breaking behavior, aggressive behavior syndromes,

adaptive functioning and conduct problems scales scores were in the borderline clinical

range. Student Two's total problems and externalizing scores were both in the clinical

range.

<u>Child Behavior Checklist (CBCL) for Student Two</u>

The Child Behavior Checklist (CBCL) was completed by the parent of Student

Two to obtain her perceptions of his competencies and problems. Student Two's

internalizing anxious/depressed, withdrawn/depressed, and somatic complaints

syndromes were in the normal range. His scores on the social problems, thought

problems, attention problems, and rule-breaking behavior syndromes were in the

borderline clinical range. His total competence, activities, social, school, aggressive

behavior syndrome, total problems, and externalizing scores were in the clinical range.

These results indicated that the parent of Student Two reported more problems

particularly problems in social relationships, thought problems, attention problems, rule-breaking behavior, and problems of an aggressive nature.

On the DSM-oriented scales, Student Two's scores on the affective problems, anxiety problems, and somatic problems scales were in the normal range. His score on the attention deficit/hyperactivity problems scale was in the borderline clinical range and his scores on the oppositional defiant problems and conduct problems scales were in the clinical range.

Overall, Student Two experienced total problems and externalizing problems as indicated by the Child Rating Scales that were completed by the student, parent, and paraprofessional educator. Total problems and externalizing problems included: social relationships, thought problems, attention problems, rule-breaking behavior, anxiety or depression, affective problems, withdrawn or depressed behavior, adaptive functioning, conduct problems, oppositional defiant problems, and problems of an aggressive nature.

For example, the parent of Student Two described her son as defiant, lying, disrespectful of others, and wanting things his way. The paraprofessional reported that Student Two skipped several classes during the times that she was scheduled to observe him. Curiously, Student Two reported more internalizing problems than externalizing. For example Student Two reported, "I see things that others do not." He also reported, "When I am asleep I hear my aunt who's dead calling my name." Despite the internalizing behavior from the YSR, his externalizing behaviors were in the clinical range as rated by the parent, paraprofessional, and student. A summary of the

researcher's journal entries, participant's blog entries, and paraprofessional's observations for Student Two is discussed in the following section.

## Student Two

### "Listen to Me."

Student Two voiced his issues with his need for security and stability in his relationships and his home environment. In listening to Student Two he described a personal incident that occurred in his home at the age of nine that he described as "bad memories." As I listened to Student Two, he articulated how this incidence was compounded by his mother's denial. He stated, "My mother does not believe me" and "She does not want anybody to find out about what happened." The incident and the mother's denial seemed to further exacerbate the problem of no one listening to Student Two. During the video chats, he mentioned his attempts to discuss the issue with his mother on several occasions but she refused. He stated, "I called her last week but she hung up." He also stated, "She tore up a letter I had written in my face." Student Two reiterated other instances of his mother refusing to listen to him. He stated, "My mother does not want to do anything to help me." He also stated, "She did not want to sign the paperwork to participate in the study" and "She is tired of being investigated because of me and wants to disown me."

During the video chats, Student Two referenced the mother's boyfriend in describing his voiceless environment. He stated, "He [boyfriend] does not like me" and

"He talks bad about me for no reason." Student Two disclosed intimidation and physical threats by the boyfriend. He stated, "I passed my mother's boyfriend's room one time and he slammed the door in my face." Student Two also stated, "He once put a knife to my throat."

The impact of Student Two's home environment seemed to exasperate his lack of a voice in his life. He stated, "I didn't sleep last night" and "I was crying." He also stated, "My nose has been bleeding due to stress." Student Two disclosed that he was advised and counseled by various individuals regarding his situation. He stated, "17 out of 35 people have tried to help me." He was encouraged to return home but in response he stated, "They don't know how bad it is" and "Why would I want to stay in a house like that?" Student Two's voice echoed his dissatisfaction with his home environment and need for peaceful and stable relationships.

In listening to Student Two the effects of these unmet emotional needs affected his school performance. He stated, "With all I going on it is hard to focus on school." Observations by the paraprofessional supported Student Two's statements regarding his home life and school. The paraprofessional reported that a scheduled observation did not occur as Student Two skipped his class and attended four lunch periods. During another observation the paraprofessional reported that Student Two braided his hair and did not complete his work. Student Two braiding his hair was noteworthy as his mother reported on the Child Rating Scale that he braids or picks his hair when stressed.

"What I Need."

Overwhelmingly, Student Two expressed a need for a stable and peaceful home life, beginning with his relationship with his mother. His needs were supported by his Child Rating Scales scores that indicated problems with affect, attention, and social relationships. During the mentoring session, he stated, "I just want to have a relationship with my mother." His need for attention from his mother albeit negative appeared to satisfy his emotional need for attention. For example, during the study, Student Two made several attempts to rectify their issues; however the mother was uncooperative prompting Student Two to state, "I will try to have a relationship with her from a distance."

Student Two also expressed his need for a peaceful home environment. This need may be based on his anxiety and depression as reported on the Child Rating Scale Scores. To address his need for a peaceful home environment, Student Two relocated twice during the study. He stated, "I am not living at home. I am living with a guy right now." He relocated again stating, "I am living with my girlfriend's family now." He spoke fondly of his girlfriend stating, "She keeps me up with all the drama with my mama." His relationship with his girlfriend may satisfy his emotional need for attention as indicated by the Child Rating Scale Score. He also stated, "I have been with my girlfriend for two years and we plan to move to the Philippines." Their two year relationship may reflect Student Two's need for stablilty.

Overall, based on the mentoring sessions Student Two articulated his need for his mother's validation of the "bad memories", his desire to have a relationship with her, and

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his wish for a peaceful home environment.  These feelings were confirmed through his

Child Rating Scale Scores that were in the clinical range on the subscales of anxiety,

depression, attention problems, affective problems, and problems with social

relationships. The poor relationship with his mother and unresolved issues of the "bad

memories" may contribute to Student Two's anxiety, depression, and difficulties with

social relationships. His desire to have a relationship with his mother from a distance may

satisfy his emotional need to feel secure.

<div align="center">"What I Prefer."</div>

Student Two preferred opportunities to share his issues with individuals that were

willing to listen, empathize, and offer advice. Again, he stated during the video chats, "17

out of 35 people have tried to help me." The high number of individuals mentioned by

Student Two indicated both his preference and need to discuss the issues that were

adversely affecting his home life. Student Two expressed his satisfaction with the Web-

based mentoring model as a platform for meeting his normative needs. He stated, "It was

helpful because you get to talk up problems with other people." Overall, based on the

Web-based mentoring sessions Student Two's statements expressed in the mentoring

sessions, demonstrated his preference and need to discuss issues relevant to his home life

and emotional well-being.  His preference for the Web-based mentoring model as a

platform to articulate his thoughts satisfied his emotional need for attention as indicated

by his Child Rating Scale Scores.

"What I Need to Succeed."

Student Two expressed his needs for a stable home life in order to be successful. In relation to school, Student Two was academically engaged, behaved, and attended class once he began living in his girlfriend's home. He stated, "I have been going to class since I started living with my girlfriend." He also stated, "I have three "E's" [failing grades] but I am bringing them up." He blamed his academic performance on his home life prior to living with his girlfriend. He stated, "With all I got going on it's hard to focus on school." He also stated, "I failed math but that is only because I missed so many days of school." Prior to the study he was involved in a serious school fight that required medical attention, but after living with his girlfriend, he stated, "My behavior has been good no fights."

Student Two's behavior and academic performance improved after he felt secure and stable in his home life situation as observed by the paraprofessional who reported academic outcomes. In order to be successful Student Two needed and continues to need security in his relationships. This finding is supported by his Child Rating Scale Scores that indicated problems of affect, attention, and social relationships. An environment that is supportive and nurturing appear to be essential to successful outcomes for this student.

Results of Mentoring Sessions for Student Two

Student One attended 16 of the 30 scheduled mentoring sessions. The sessions missed were due to the Dr. Martin Luther King holiday, test schedules, spring break, inclement weather, and hospitalization. Of the 16 sessions, Student Two participated in

every live video chat with the researcher as mentor. He viewed 2 of 12 video clips and posted blog answers to 2 of the 12 blog questions. These blog questions included the following, (a) Tell me what you do in the mornings before school in order to make it to school on time? (c) Tell me something about the last book you read. Technical difficulties, student absences, and time constraints interfered with Student Two ability to answer each question.

Research Questions: Student Two

Research Question One

The theme that emerged for Student Two was his emotional need to reconcile issues related to his home life. Student Two appeared to be deeply affected by unresolved issues at home. He referred to his home as "bad memories." These "bad memories" appeared to adversely affect his relationship with his mother which also impacted his emotional welfare. His attempts to resolve these issues failed, further impacting his social and emotional needs. A strong indicator of his emotional needs, Student Two overdosed on medication, survived, and eventually left home. While no longer living at home with his mother, Student Two persisted in his attempts to address his emotional needs stating, "I will try to have a relationship with her [mother] from a distance."

Student Two's unmet emotional needs affected his academic performance. He stated, "With all I got going on it's hard to focus on school." During this study, his school attendance was sporadic due to medical reasons; he skipped classes, and was inconsistent

with his level of academic engagement. Near the conclusion of the study, his focus on education improved. The improvement may have been attributable to the change in his living arrangement. He stated, "I have been going to class since I started living with my girlfriend." His new living arrangement appeared to address his emotional need to feel secure. Focusing on Student Two's emotional needs may have impacted his behavior, attendance, and academic engagement.

## Research Question Two

What are the implications of Web-based mentoring on the school behaviors of Black males with ED in high school? Student Two did not demonstrate disruptive behavior patterns during the course of the study. Prior to the study, he was involved in a significant fist fight that required security intervention to control. He required medical attention after the fight concluded. No incidents of this magnitude occurred during the study. When asked about his behavior during the video chats, he responded, "My behavior has been good--no fights." Also during the study, Student Two had a verbal confrontation with his mother. The mother became argumentative, but Student Two stated, "I remembered a Bible verse and did not argue back with her."

Child Rating Scale scores from the parent, paraprofessional, and student were in the clinical range for externalizing behavior (e.g., rule breaking, aggressive behavior). However with the exception of wandering the hallways during class time, his behavior during the study was compliant. Implications of the Web-based mentoring model on his behavior were neither helpful nor harmful from an overall summary of the data collected.

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## Research Question Three

What are the implications of Web-based mentoring on the school attendance of Black males with ED in high school? Student Two was inconsistent with his statements disclosed in the mentoring sessions regarding attendance versus actual classroom attendance. From his blog responses, he discussed the efforts he put forth to attend school and arrive for class on time. Despite his positive statements about attendance, he did not arrive for class on time or attend altogether. The paraprofessional reported that he routinely skipped classes. In one particular day, she reported that Student Two skipped a block of class instruction and attended four straight lunch periods. She reported that Student Two skipped another class immediately after reading the posted blog question on the importance of attendance. Also, Student Two missed a mentoring session during the study and was reportedly wandering the hallways at the time of the session. The overall implications of the Web-based mentoring were that the model was unable to encourage Student Two's class attendance with a consistent pattern of regularity.

## Research Question Four

What are the implications of Web-based mentoring on the academic engagement of Black males with ED in high school? Student Two was inconsistent in his statements regarding education and the actual effort extended towards achieving academic goals. During the mentoring sessions, he declared his attitude towards achieving his education. He explained, "I have three "E's (failing grades), but I am bringing them up." He blamed his failing grades on missed absences due to family related issues. He stated, "I failed

math but that is only because I have missed so many days of school." He also stated, "I have been going to class since I started living with my girlfriend."

His attitude towards school did not manifest in actual effort towards achieving academic goals. The paraprofessional reported that when given an assignment, he refused and braided his hair. She reported that his teacher tried to redirect his efforts, but was unsuccessful. Conversely, on several occasions during the study, the paraprofessional noted that Student Two maintained a consistent level of academic engagement. She reported that he remained focused for 20 minutes and mastered the assignment. Implications of Web-based mentoring appeared to neither helped nor hindered academic engagement.

<div align="center">Reliability and Validity</div>

The validity of results was supported by a student survey of the Web-based mentoring model. The survey appears in Appendix B. Both students were asked their perspectives of the Web-based mentoring model. When asked if the content of the mentoring model was helpful both responded affirmatively. Of the three aspects of the mentoring model (video chats, video clips, and the participant blog), Student One expressed his preference for the video clips specifically on the topic of culture. When asked if the mentoring model was helpful, Student One again responded affirmatively stating, "It taught me things that I should and should not do. Student Two also responded affirmatively stating, "It was helpful because you get to talk up problems with other people." Finally, both students were asked if they would change any aspects of the

mentoring model. Student One stated no changes were necessary. However, Student Two

stated, "Have it all year round and put it in the school so everybody could use it." Though

the study did not improve the students' behavior, attendance, or achievement, the study

was valid based on the positive feedback received from Students One and Two.

Reliability of the results was supported by a content analysis of the researcher's

journal entries, the participant's blogs, and the paraprofessional's observations for each

student participant. The data were analyzed by the researcher noting references to people,

objects, and events (Johnson & LaMontagne, 1993). Responses that did not fit into a

category were documented. Categories were redefined to incorporate the responses that

did not fit into the previous categories. The researcher then ranked the categories that

occurred most frequently from greatest to least (Johnson & LaMontagne, 1993). (See

Appendixes D and E).

An interrater who was not involved in the study, analyzed the data based on the

researcher's categories for the participants' blogs, researcher's journal entries, and the

paraprofessional's observations individually. The interrater then ranked the list of

categories from greatest to least. The ranked categories of the researcher and the

interrater were compared.

For Student One, the researcher and the interrater achieved an agreement level of

93% for the researcher's journal entries. An agreement level of 100% was achieved for

the participant's blogs. An agreement level of 93% was achieved for the

paraprofessional's observations. For Student Two, the researcher and interrater achieved

an agreement level of 100% on the participant's blog entries. An agreement level of 91%

was achieved on the paraprofessional's observations. An agreement level of 92% was achieved on the researcher's journal entries.

### Summary

The mentoring model was designed to provide participants with a platform to articulate their thoughts and opinions regarding school and life in general. Overall, both participants in response to the research questions, discussed school and academic performance and the factors that impacted their academic efforts. The themes that emerged from Research Question One for Student One were that he desired to succeed academically and that distractions compromised consistent academic effort. For Student Two the theme that emerged from the first research question was that his home environment impacted his academic performance.

For Research Question Two the implication of the mentoring model on behavior for Student One was that additional time for the study could have influenced his behaviors to a greater degree. For Student Two, implications of the Web-based mentoring model on his behaviors were neither helpful nor harmful.

With regard to Research Question Three, an implication of the model on attendance for Student One was that additional time for the study may have revealed factors that motivated his attendance at the mentoring sessions versus opposition to class attendance. For Student Two, one implication of the mentoring model was that the mentor was unable to encourage the mentee to generalize attendance from the mentoring sessions to the classroom setting.

Finally, for Research Question Four the implication of the Web-based mentoring model on academic engagement for Student One was that the model did not encourage or hinder his academic engagement. For Student Two, the model was unable to encourage academic engagement with regularity. The mentoring model holistically did not appear to negatively influence any of the targeted areas. Although not all results were positive there were more neutral or positive trends to warrant further investigation. Chapter 5 provides a clear picture of the nuances of this Web-based mentoring model in relation to the literature and future implications of this model.

CHAPTER 5
SUMMARY, DISCUSSION AND IMPLICATIONS

Introduction

The review of literature indicated that Black male students were identified as ED based on aggressive behavior patterns. Their behaviors were viewed as deficits in social competence. Interventions for Black males with ED suggested by the literature were social skills training programs to remediate behavioral deficits. The literature also revealed that sporadic attendance patterns and poor achievement were characteristics of students with ED. Finally the literature revealed that the typical profile of a student labeled ED is Black, male, and living in poverty.

Summary and Discussion of Findings

Based on the review of literature, the researcher conducted a study to determine the implications of a Web-based mentoring model for two Black male students labeled ED by answering the following research questions,

1. What are the themes that emerge from mentoring Black males with ED in high school?

2. What are the implications of Web-based mentoring on the school behaviors of Black males with ED in high school?

3. What are the implications of Web-based mentoring on the school attendance of Black males with ED in high school?

4.  What are the implications of Web-based mentoring on the academic

engagement of Black males with ED in high school?

Summary of the Review of Literature

One theory generated to explain the failure of adult Black males is the direct

connection between the educational performance of Black male youths and adolescents

and the hardship they endure as adults (Coleman, 1966; Noguera, 2003). The literature

reveals that the school experiences of Black males is replete with academic failure and

poor social development (Patterson, 2005; Sinclair, Christenson, & Thurlow, 2005) lead

by a predominately white, female teaching force (Gay & Howard, 2000; Taylor, Gunter,

& Slate, 2001). The literature reveals that Black males are five times as likely as White

females to be identified for special education (Parrish, 2002) and the typical profile for a

student labeled ED is Black, male, and living in poverty (U.S. Department of Education,

2005).

The review of literature revealed that aggressive behaviors are the primary factor

used to identify students as ED (Sherwin & Schmidt, 2003). Aggressive behaviors are

often viewed as deficits in social competence and deemed more problematic when

demonstrated by Black males (Estell, Cairns, Farmer, & Cairns, 2002; Middleton &

Cartledge, 1995). The literature described aggressive oriented students as argumentative,

intimidating to peers, disrespectful toward authority figures, and prone to acts of violence

(Foney & Cunningham, 2002; Xie, Farmer, & Cairns, 2003). Webb-Johnson (2002),

asserted "Black male children are referred for special education because their behavior

manifestations are perceived as abnormal" (p. 654). Monroe (2006) asserted, "qualitative and quantitative examinations of over representations of students of color in special education based on behavioral sanctions, suggest that the problem is most acute among Black boys" (p. 103).

The literature also revealed that the behaviors of Black males are culturally endorsed and misinterpreted as aggressive (Cartledge & Loe, 2001). Researcher's indentified the culturally endorsed behaviors of Black males as communication codes that are defined as unique cultural traits akin to social functioning (Ellison, 2000). Sherwin and Schmidt (2003) reported that Black males who exhibited a unique style of communication are perceived as aggressive and often are misidentified as ED due to teachers' unfamiliarity with the distinct communication styles of these students. Olmeada and Kauffman (2003) asserted that teachers have been noted to view behaviors that were culturally appropriate in students' families, among their peers, and in their communities as overly aggressive, inappropriate, negative, rude, intimidating, and threatening.

The problem of over-identification in the field of special education has been a problem for decades but this study was not about this issue but instead about finding new ways to reach and support this already identified population of students. Several efforts are acknowledged in the field to decrease over-representation from diversifying the teaching population to adopting culturally sensitive pedagogical practices (Villegas & Lucas, 2002), yet these efforts have and continue to fail this population. The researcher believes the reason is that these efforts *have not* addressed the normative needs of Black

males individually nor given these students a *voice* to articulate their opinions related to their school, their behaviors, or their lives in general.

## Summary of the Research Study

This exploratory research study sought to do just that, grant Black male students with ED a platform to share their *voices* openly using a Web-based mentoring model with another Black Male empathetic and supportive of their needs. Mentoring is considered a positive intervention for Black males and technology has been identified as a potential resource for academically engaging students with ED (Hirsch, Mickus, & Boerger, 2002). This study invoked both of these tools simultaneously mentoring and technology to support two Black male students with ED attending high school in Norfolk, Virginia. The unique aspect of this study was that these students were mentored by the researcher, a Black Male himself, based in Orlando, Florida. The Web-based mentoring model featured a live interactive dialog using web cameras, video clips of the researcher in authentic settings and roles, and a participant web blog. The students were mentored two days one week and three days the next over a 12-week period. Results of the study revealed that these students' behaviors and academic achievement were negatively impacted by negative school and home environments and that overall the Web-based mentoring allowed for a connection between the mentor and mentee but with limited impact on attendance, behavior and achievement.

However, the model did allow a bond to be created between mentor and mentee and some beginning outcomes were observed. Precisely what the Web-based mentoring

model was designed to offer -- mentoring to encourage these young men to be successful in school and life. As the study began and the researcher interacted with the students, it was apparent that both students' needs were beyond attendance, achievement, and aggressive behavior as indicated by the review of literature regarding students with ED. Student Two had missed the first two weeks of the mentoring sessions due to hospitalization for overdosing on medication. On the second day of the study, the researcher was requested by school staff to mentor Student One after he engaged in a verbal altercation with another student. Student One was restrained by school security during the incident. Thus, after just the first two days of the study the students expressed more of their emotional needs than those related to academic or behavior as suggested by the review of literature on students with ED.

With each mentoring session, student voices' increased. Their need to be heard, influenced the researcher to lessen his voice about academic and behavioral issues and listen to the students' voices. Consequently, the video chat aspect of the mentoring model became a platform for the students to articulate their social and emotional needs. The video clips and blogs, as they had been designed based upon the existing literature regarding attendance, achievement, and behavior for students with ED, were the least important aspects of the mentoring model. The video clip aspect of the mentoring model was not researched separately, but in the researcher's opinion it was the least effective component of the mentoring package provided. Further investigations could reveal ways to increase the appeal and application of these video models or to redirect that time to more emotional support for other issues.

Using the Web-based mentoring model was instructive in clarifying that academic engagement, attendance, and behavior as identified in the review of literature were compromised by a host of environmental distractions that affected students' social and emotional well-being. For example, Student One suffered from internalizing problems as indicated by his Child Rating Scale scores that were exacerbated by poor peer relations at school. He spoke of his internalizing problems during the mentoring sessions stating, "I was stressed and had a headache." After an incident in which he punched and broke a school window after a verbal altercation with another student, he stated, "I was just having a bad day."

Student Two was distracted by a negative home environment that adversely affected his social and emotional needs and academic performance. The negative aspects of his home life prompted his relocation to different residences during the course of the study. During the mentoring sessions he stated, "They don't know how bad it is" and "Why would I want to stay in a home like that." For both students focusing on academic engagement, attendance, and behavior was secondary in relation to the distractions in their environments and the impact on their social and emotional needs. Overall, this study did not support the findings from the review of literature that academic, achievement, behavioral deficits, and social skills training were the primary needs for students with ED. Mentoring sessions revealed that the social and emotional needs of these students superseded the need for academic and behavioral remediation and is a critical area that needs further attention in our field.

Implications

This Web-based mentoring model has potentially endless applications in the field of special education. Specifically though for Black males identified as ED it provides a platform to be heard. This resource allowed these young men to see in front of them daily someone who resembled them not like their day which is currently filled with a predominantly White female teaching force. An implication of this study was that the Web-based mentoring model provided a platform for these students to articulate their voices. The Web-based mentoring model was effective in establishing an online mentoring relationship as supported by several outcomes. The first outcome was the students' willingness and openness to discuss with candor issues of a personal nature. Both students expressed satisfaction with the model. Student One stated, "It taught me things that I should and should not do." Student Two stated, "It was helpful because you get to talk up problems with other people." The second outcome was that Web-based mentoring relationships were developed in a brief period of time. The study began in mid February and concluded in May. The third outcome was that students shared sensitive information that offered insights into their lives and were willing to offer feedback about the Web-based mentoring model.

The effectiveness of the Web-based mentoring model was critical to considering the implications for mentoring Black males with ED. Web-based mentoring could become a viable option in reaching out and attending to the critical needs of these students across the nation. Information gathered from student voices could be instrumental in designing interventions tailored and responsive to their expressed needs.

Another implication of this study revealed the need to prepare special education teachers in how to listen and respond effectively to the social and emotional needs of Black male students with ED. This preparation should include instruction in counseling and mentoring to address the social and emotional needs of these students. This model could be a powerful resource in granting Black male students a voice in educational reforms that could promote academic engagement and achievement.

<center>Recommendations for Future Research</center>

This study demonstrated the need to understand and address the social and emotional needs of Black males with ED prior to academic and behavioral remediation as suggested by the review of literature. The normative needs of the students in this study took precedence over sporadic attendance, achievement, and behavior as identified in the literature. The researcher designed the Web-based mentoring model based on the review of literature but found that granting the students a voice was an effective intervention as evidenced by the relationship established on line between the students and the researcher.

Future research on Web-based mentoring must first focus on developing methods to address the social and emotional needs of these students while developing mentoring relationships. Once the relationship is established, future research on mentoring could focus on academic engagement and social skills instruction. Research should be longitudinal using the same population of students and a continuum of Web-based mentoring based upon the individual student's need.

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<u>Limitations</u>

This exploratory study contained several limitations related to procedures and generalizability. A major limitation of the study was student attrition. The study began with four participants and concluded with two. Two of the four students that were scheduled to participate received long-term suspensions that negated their participation in the study prior to starting the project. Also Student Two missed the first few weeks of the study due to hospitalization. Lane (2006) stated, "The sporadic attendance patterns, high absenteeism rates, and early school withdrawal of youth with ED may impede their ability to participate fully in treatment-outcome investigations"(p. 67). This factor noted by Lane was evident in this study.

Student attrition also affected treatment fidelity. Treatment fidelity was a initial limitation due to the exploratory nature of this study. The researcher could not validate that the treatment was implemented properly. Treatment fidelity was further compromised by student attrition due to Student Two's absences at the beginning of the study and the other participants' inability to participate due to disciplinary actions. Lane (2006) stated, "Delivering academic, social, vocational, and other interventions with sufficient fidelity is difficult when students demonstrate inconsistent attendance patterns" (p. 67).

Conducting this study in a school-based context presented several challenges and limitations. This study required the participation of school based-personnel, the student participant, and the parent. Lane (2006) maintained that the complex and challenging needs of students with ED necessitate broad-based, comprehensive interventions

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involving coordination among multiple stakeholders and access to a considerable range of resources. The study was scheduled to begin in the fall of the school year, but did not begin until the following spring semester. The delay was due to school policies regarding public school students, Web-based communications, and technological issues with establishing network communications. Another delay was related to the parent's timeliness in returning the consent forms and Child Rating Scales.

A final limitation of the study was the researcher's bias in addressing the normative needs of the participants expressed in the mentoring sessions versus answering the research questions. The research questions were designed to determine the implications of Web-based mentoring on the attendance, achievement, and behavior of the participants. However, the affective needs of these students disclosed in the mentoring sessions often superseded the proposed research questions. For example Student Two's negative home environment, which resulted in his decision to leave home, took precedence over his attendance, achievement, and behavior from the perspective of the researcher. In an effort to remain committed to answering the research questions, the researcher inquired of Student Two's academic efforts. He responded, "With all I got going on, it is hard for me to focus on school." The researcher agreed but remained committed to the study and put aside personal emotions.

<p align="center">Conclusion</p>

This study was undertaken to determine the themes and implications of Web-based mentoring for two Black males with ED in high school. The study and Web-based

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mentoring model was designed based on attendance, academic engagement, and behavior as identified by the review of literature. As the study began and progressed, the needs of the students were not commensurate with needs identified in the review of literature for students with ED. The researcher found that the needs of these students were socially and emotionally based, necessitating a change in the direction of the study. Of primary concern was the need to give the students a voice using the Web-based mentoring model as a platform for the students to articulate their emotional needs. When given the opportunity to share their thoughts openly, the researcher discovered that a mentoring relationship could be established online. The researcher also discovered that the students' need to be heard was very strong and that they were eager to accept a Web-based mentoring relationship for someone to listen to their voice.

This study demonstrated that Web-based mentoring can provide a platform for Black male students with ED to share their social and emotional needs, and mentoring relationships can be established using technology. The voices of Black male students with ED have been silenced for decades and marginalized by the emphasis on academic and behavioral deficits. In order to make a difference in the lives of these marginalized students identified as an endangered species; we must actively listen to their voices regarding their social and emotional needs and lives in general. The voices of Black males can and must be heard using Web-based mentoring as a platform or any resource available to schools and teachers. The voice of this population is strong, clear, and sounding an alarm to the educational system that has neglected to address their basic social and emotional needs for decades. Their voices are saying, listen to my needs and I

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will respond. Failure to listen to my voice will result in the same deleterious outcomes. Their powerful voices can be beneficial for teachers, administrators, and educational reformers. It should be their voices that guide practitioner's interventions.

APPENDIX A
PARAPROFESSIONAL OBSERVATION PROTOCOL

| Participant ID | Day 1 | Day 2 | Day 3 | |
|---|---|---|---|---|
| | | | | |
| Homework completed Yes No | | | | |
| | | | | |
| Behavior 1 | | | | |
| Behavior 2 | | | | |
| Behavior 3 | | | | |
| Observer notes | | | | |

APPENDIX B
YOUTH SURVEY

Student survey

Name: _____

Date: _____

Gentleman, please answer the following questions.

1. Was the content of the mentoring site (video clips, blogs, chats) real and related to your everyday life?

2. What part of the mentoring web site (chat, videos, blogs, or journal entries) did you like or dislike?

3. Was the mentoring web site helpful or a waste of your time? Please explain your answer.

4. What would you change about the mentoring website?

APPENDIX C
INSTITUTIONAL REVIEW BOARD APPROVAL

University of Central Florida Institutional Review Board
Office of Research & Commercialization
12201 Research Parkway, Suite 501
Orlando, Florida 32826-3246
Telephone: 407-823-2901, 407-882-2901 or 407-882-2276
www.research.ucf.edu/compliance/irb.html

## Notice of Expedited Initial Review and Approval

From :   **UCF Institutional Review Board**
          **FWA00000351, Exp. 5/07/10, IRB00001138**

To    :   **David Grant**

Date   :   **December 10, 2007**

IRB Number: SBE-07-05337

Study Title:   **Web based mentoring for Black male students with emotional and behavioral disorders.**

Dear Researcher:

Your research protocol noted above was approved by **expedited** review by the UCF IRB Vice-chair on 12/8/2007. **The expiration date is 12/7/2008.** Your study was determined to be minimal risk for human subjects and expeditable per federal regulations, 45 CFR 46.110. The category for which this study qualifies as expeditable research is as follows:

6. Collection of data from voice, video, digital, or image recordings made for research purposes.

7. Research on individual or group characteristics or behavior (including, but not limited to, research on perception, cognition, motivation, identity, language, communication, cultural beliefs or practices, and social behavior) or research employing survey, interview, oral history, focus group, program evaluation, human factors evaluation, or quality assurance methodologies.

The IRB has approved a **consent procedure which requires participants to sign consent forms.** Use of the approved, stamped consent document(s) is required. Only approved investigators (or other approved key study personnel) may solicit consent for research participation. Subjects or their representatives must receive a copy of the consent form(s).

All data, which may include signed consent form documents, must be retained in a locked file cabinet for a minimum of three years (six if HIPAA applies) past the completion of this research. Any links to the identification of participants should be maintained on a password-protected computer if electronic information is used. Additional requirements may be imposed by your funding agency, your department, or other entities. Access to data is limited to authorized individuals listed as key study personnel.

To continue this research beyond the expiration date, a Continuing Review Form must be submitted 2 – 4 weeks prior to the expiration date. Advise the IRB if you receive a subpoena for the release of this information, or if a breach of confidentiality occurs. Also report any unanticipated problems or serious adverse events (within 5 working days). Do not make changes to the protocol methodology or consent form before obtaining IRB approval. Changes can be submitted for IRB review using the Addendum/Modification Request Form. An Addendum/Modification Request Form cannot be used to extend the approval period of a study. All forms may be completed and submitted online at http://iris.research.ucf.edu .

**Failure to provide a continuing review report could lead to study suspension, a loss of funding and/or publication possibilities, or reporting of noncompliance to sponsors or funding agencies.** The IRB maintains the authority under 45 CFR 46.110(e) to observe or have a third party observe the consent process and the research.

On behalf of Tracy Dietz, Ph.D., UCF IRB Chair, this letter is signed by:

Signature applied by Joanne Muratori on 12/10/2007 09:41:53 AM EST

IRB Coordinator

APPENDIX D
CATEGORIES AND DEFINITIONS FOR STUDENT ONE

Student One Categories and Definitions

Researcher Journal Entries

Category: - Negative peer relationship
Definition:  A negative peer relationship is any influence that has a negative impact on the student's educational outcomes. Examples: - Provocation, fighting, jealousy

_____

Category: - Positive peer relationship
Definition:  A positive peer relationship has a positive impact on the student's educational outcomes. Examples: - Friends

_____

Category: - Negative emotions
Definition:  Any feelings or actions expressed that adversely effects psychological and physiological well being and negatively impacts school performance.  Examples: - Anger, stress

_____

Category: - Remorse
Definition: Any feelings or emotions expressed that show concern for others.  Examples: - sadness, concern, discretion

_____

Category: - Physical aggression
Definition: Any physically aggressive act or threatening statement directed towards another person.  Examples: - fighting, destruction of property, throwing objects

_____

Category: - Positive family relationship
Definition: - A positive family relationship is any statement that positively reflects the student's mental, physical, and emotional well-being. Examples: - Motherly advice, stepfathers' care, protective of family, brotherly love

_____

Category: - Negative family relationship
Definition: A negative family relationship is any statement that adversely reflects the student's mental, physical, and emotional well-being. Examples: - Absentee father, neglect

_____

Category: - Positive attitude toward school
Definition: - Student's belief in the value of education. Examples: - Attendance, achievement, academic effort.

_____

Category: - Negative attitude toward school
Definition: - Student's thoughts that reflected displeasure with the school environment.

_____

Category: - Positive extra curricular
Definition: Any post-school activity that is beneficial to the student. Example: - Employment

_____

Category: - Negative extra curricular
Definition: Any post-school activity that is detrimental to the student.  Example: - Gang associations.

_____

Category:  Mentor/mentee relationship
Definition: Feedback from the participant that affirms the mentee's confidence in the mentor and in the mentoring relationship.

_____

Category: - Verbal aggression
Definition: Any verbally aggressive statement directed towards another person. Examples: - Threats.

_____

Category:  Disclosure
Definition: Personal insight offered by the participant that reflected feelings, attitudes, or beliefs.

_____

Category:  Self monitoring
Definition: Actions or thoughts undertaken by the participant to regulate emotions.

_____

Category:  Positive decision making
Definition: Student choices that reflected compliant behavior and rule abidance.

_____

Category:  Researcher feedback
Definition: Comments made by the researcher in response to participant's comments.

_____

Paraprofessional Observations

Category: Academic engagement
Definition: Active participation in class activities and assignments.

_____

Category: Class avoidance
Definition: Calculated efforts to avoid class attendance.

_____

Category: Distraction
Definition: Student behaviors that interfere with the student's ability to learn.

_____

Category: Cooperation
Definition: Positive student responses to teacher directives.

_____


Participant Blog Entries

Category: School effort:
Definition: Level of student investment to achieve academic outcomes.

_____

Category: School attitude:
Definition: Student's belief in the importance of education.

_____

APPENDIX E
CATEGORIES AND DEFINITIONS FOR STUDENT TWO

Student Two: Categories and Definitions

Researcher Journal Entries

Category: Negative environment
Definition: An unhealthy atmosphere that negatively impacted the student's performance.
Examples: - Violence, unstable home life, negative past experiences.
_____

Category: Abuse
Definition: Actions levied against the student that adversely affected psychological and physiological well-being.
_____

Category: Impact on student
Definition: The effect of the negative environment on the student's psychological and physiological well-being. Examples: - stress, sleeplessness, sadness, despair.
_____

Category: Violence
Definition: Physical acts of aggression.
_____

Category: Coping
Definition: Actions undertaken by the student to mitigate negative environments.
Examples: recreation, change of environment, seeking assistance, compromise.
_____

Category:  Academic performance
Definition: Student educational outcomes. Example: grades, effort, behavior, attendance.
_____

Category: Rejection
Definition: Disregard for the student's thoughts and feelings.
_____

Category: Disclosure
Definition: Personal insight offer by the participant that reflected feelings, attitudes, or beliefs.
_____

Category: Researcher feedback
Definition: Comments made by the researcher in response to participant comments.
_____

Category: Mentor/mentee relationship
Definition: Feedback from the participant that affirms the mentee's confidence in the mentor and in the mentoring relationship.

_____

Category: Positive relationship
Definition: A positive peer relationship had a positive impact on the student's educational outcomes

_____

Category: Self monitoring
Definition: Actions or thoughts undertaken by the participant to regulate emotions.

_____

Category: Negative peer relationship
Definition: A negative peer relationship is any influence that has a negative impact on the student's educational outcomes.

_____


## Blog Entries

Category: School effort:
Definition: Level of student investment to achieve academic outcomes.

_____


## Paraprofessional Observations

Category: Academic engagement
Definition: Active participation in assigned class work and classroom activities.

_____

Category: Academic disengagement
Definition: Lack of student effort toward completing assigned work or participation in classroom activities.

_____

Category: Class avoidance
Definition: Calculated efforts to avoid class attendance.

_____

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