A Study of Students on the Autism Spectrum Transformation in a High School Transition Program

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Abstract

This paper shares the results of a dissertation sharing the transformative process of ten participants in a program for students with Asperger Syndrome transitioning from an urban high school setting to college, which includes the extracurricular extension referred to as Ethos. The dissertation considers the experience in the context of specialized education, and the broader contexts of curricular development and instruction concerning school reform and design. Fundamentally, the study intends to examine and explain the extent to which these students experience transformation during their transition to higher education in this progressive program. Embedded in the program design are in-depth inquiry driven discussions and experiences to enhance interpersonal relationships, effective communication, and higher level cognition. The exploration examines whether the in-depth inquiry driven design does contribute to academic and lifelong learning, fundamentally improving students' over-all self-perception, empowerment, and actualization of life goals, which is the underpinning purpose of an exceptional education.

Keywords: constructivist learning, transformative education, 21st century skills, cognitive curriculum.

Introduction

Public schools are required to educate students with these disorders, specialists, school leaders, and policy makers are now engaged in discussion to varying degrees concerning the educating of children on the Autism Spectrum For example, National Autism Center (2009) published The National Standards Project addressing the need for evidence-based practice guidelines for autism spectrum disorders. Only two (18%) of established treatments are associated with favorable outcomes for individuals with Asperger Syndrome. To some degree, it is not surprising that the research on the Established Treatments has not yet been fully extended to individuals with Asperger Syndrome. For example, Asperger Syndrome is less likely to be diagnosed during the time frame in which Joint Attention Interventions are likely to be implemented; an early social-communicative behavior where two people share focus on an object or event for language and socio-cognitive development (Bakeman, Adamson 1984), so this treatment may not become extended to the Asperger Syndrome population for quite some time. In addition, Asperger Syndrome is a more recent addition to the *Diagnostic and Statistical Manual of Mental Disorders* (*DSM-IV*), (*DSM-V*) due out in May 2013 (American Psychiatric Association 2012). Given the fact that reviewed studies were published over a 50-year time frame, it is not surprising that this more recent addition to the diagnostic nomenclature is not as well-represented. On the other hand, Asperger Syndrome has been included in the *DSM-IV* since 1994. This means that we have had well more than a decade in which research could have been conducted. Clearly, additional research is necessary in this area (National Standards *Report 95*).

The growing number of students with ASD currently educated in public school systems is substantiating conversation regarding provisional supports offered within unified districts. Appropriate and ethical diagnoses of the disorder are an educational challenge, and lack of correct diagnosis and effective implementation and access to learning for student achievement are social justice concerns. While the search for answers to the cause and cure of this neurological-based developmental disability continues to baffle leading medical experts, the medical and educational needs of these children still remain severely under-served by the federal and state governments and local school authorities. Clearly, there is not enough being said or done to bring solutions to children and families living with this disability, particularly those who are often disadvantaged socially and economically (Autism Speaks Organization 2012).

The study considers the practices servicing diverse student populations, specifically with ASD, from the perspective of relatively recent sociological phenomena Curt Dudley-Marling conveys in his article, "The Social Construction of Learning Disabilities" (2004). The author argued the underpinning technical gaze that dominated learning disabilities theory and practice was the assumption that learning disabilities were a pathology that resided in the heads of individual students, rather than in the realm of academic institutional constructs (Gergen 1990). To be clear how this connects to the research consider that Dudley-Marling is suggesting as a social construct that schools label students learning disabled when the educational pedagogy is not able to reach the student; assuming the pathology lies in the heads of categorical 'disabled learners,' not the pedagogy. Also consider that the students begin to identify themselves as disabled and engaged with the learning community accordingly. This study considers removing both of these constructs from the learning experience. Because the current public school student population is so diverse, consider the need for inclusive pedagogical development and design, as

well as shifting assumptions and beliefs from students *not* able to access learning. The study aims to shift thinking toward innovative techniques in new learning paradigms and programs. This investigation was by guided by the following questions:

1. What is the students' interpretation of the world/situation in which they find themselves within the learning environment?

2. How do students identify and see themselves and others who share their own experiences and situations?

3. How does constructivists learning and transformative education affect the integration of students on the spectrum, particularly those who are mildly affected?

4. How do constructivist learning practices change student performance outcomes that demonstrate the idea of the socially constructed "disabled learning?"

Heterogeneity describes the student diversity in classroom/school domains. My research concerns *homo*geneity in pedagogical practice and curriculum delivery, despite diverse student populations and learning variances. Relevant to academic and life-long learning performance outcomes, students with ASD (and specifically Asperger Syndrome) are consistent with other marginalized populations that are not connecting with curriculum. Students with ASD are a growing population underrepresented in the realm of educational research, practice, advocacy and policy. The dissertation aims to explore the experience of students with ASD in an inclusive urban high school. President Johnson's Elementary and Secondary Education Act emphasizes equal access to education and establishes high standards and accountability to shorten the achievement gaps between students by providing each child with fair and equal opportunities to an exceptional education. Understanding the pathology that resides in the experience of individual students is essential when considering the delivery of curriculum designed for all students to access. The responsibility to explore and reach that pathway remains in the realm of the academic institution.

Statement of the Problem

Since *Brown vs. Board of Education* (1954) mandated that public schools cannot be segregated based on race, the community members began to realize that special education students were also being segregated, and being sent to state hospitals. *Daniel R.R. v. State Board of Education* (1989) began a basic inclusion movement and the court ruled that if a student can receive a satisfactory education in the mainstream classroom, he or she must be educated there as the Least Restricted Environment (LRE). Ryan's (2007) constructivist epistemology's central tenet posited the individual learner constructed knowledge of the world by interacting with it. To understand the legislation is to understand the limitations of *homo*geneity-based pedagogical practices in diverse student population. Ryan (2007) proposed that essential *Constructs of the Individual Learner* were critical thinking skills, in-depth social insight, and familiarity to affect and implement educational reform that develops pedagogy for productive change and social justice in educational practices. The dissertation revealed Knuth and Cunningham's (1993) critical principles in designing *constructivist learning* were paramount as unexpectedly aligned with the AsIP practice which informed student transformation process:

• Authentic learner tasks embedded in contexts that are relevant in the real world;

- The social context is developed, where dialogue and negotiation of meaning provide learners with the means for developing, testing and refining ideas;
- Learners are encouraged to have a voice and ownership in the learning process;
- Learners experience the knowledge construction process, and
- Learners reflect on their own thinking and decision making process.
- To create the *constructivist learning environment* Knuth and Cunningham include multiple perspectives, and multiple modes of representation (video, computer, photographs, sounds, etc).

The research is emerging from developing concern for students with observable and measurable characteristics consistent with identified students receiving special education services according to policy, yet they themselves are not formally diagnosed, or often are diagnosed, but do not meet categorical criteria. Consequently, these students are not receiving appropriate supports and are, therefore, considered low performing. Disabled student services centers on higher education campuses are recognizing the specific and unique concerns regarding these transitioning students formally diagnosed, as well as students demonstrating comparable challenges that have not met K-12 eligibility. The concern exist on high school and college campuses for transitioning student supports which address the concerns of the growing population's academic and professional goals.

IDEA requires states to educate students with disabilities for transition to employment and provide transition services. Considering the data documenting the growing number of Autism diagnoses, it is reasonable and responsible to recognize the growing number of students with related characteristics exhibiting observable and measureable academic and social challenges. These students are uniquely impacted as they face particular problems concerning transition to higher education (Autism Society of America Indianapolis, 2002):

- Navigating admission process to college/university of choice/ potential arrangements for on campus dorm or residential living adjustments.
- Academic guidance and communicative counseling with administration and professors.
- Time management, budgeting, stress management, transportation, emerging social adjustments.
- Transitioning to post college career technology goals.

Purpose of Study/ Methodology

The foundation of this research draws on the perspective of educational leadership and social justice of a population of students under-represented in curriculum design and development. The purpose is to explore the transformative process for 10 students identified with mild forms of ASD as influenced by their experience participating in Ethos, a progressive inclusive high-school/transition program in an urban public school setting. The study aims to elucidate the complex relationship concerning individualized eligibility, range of expression in core social characteristics, and access to curriculum. The study also seeks to understand the process that coordinates transformation in the students while equitably providing a potentially exceptional education in the program.

This study employs a multiple case-study research design using qualitative methods grounded in the ethnographic tradition of anthropology (Patton, 2002). Consistent with the

research characteristics described in Figure 1, the design and methods were selected as appropriate for exploring questions pertaining to the people and phenomena situated within the AsIP/ Ethos program. The participants include: 8 male students -- 2 African American, 1 Asian, 1 Asian / Caucasian mixed race, 1 Caucasian, 2 Mexican, 1 Mexican / Caucasian mixed race; within the age range of 18-22 years and 2 female African American students within the age range of 19-21 years old. Consistent with the former *DSM-IV* diagnostic criteria (American Psychological Association, 2000) all of the participants have been diagnosed with a mild form of ASD corresponding to either HFA or AS to qualify for participation in AsIP. Students demonstrate individualized manifestation of the impact of categorical characteristics and academic ability. Diagnostic eligibility confirmed participants presented varying degrees of difficulty establishing social relations with peers, accessing academic curriculum due to core challenges in social communication and flexible behavior associated with ASD.

Data Collection / Analysis / Verification

The interviews were approximately 30 minutes long and participants agreed to be available at a later time for possible future data collection. All interviews were audio-recorded and transcribed. Participant observations include observation field notes, reflection logs, teacher comments and parent perspectives. Artifacts collected from participants include student records, academic work, and artwork. An inductive analytic approach was used to examine the accumulated qualitative data (transcribed interviews, field note observations, artifacts and related documents) gathered in the field. The data were examined for meaningful and symbolic content through an inquiry driven and exploratory process using the constant comparative method (Glaser & Strauss, 1967). The constant comparison method involves an iterative process of reviewing, sorting, assembling and coding multiple sources of data to generate detailed narratives, emergent themes, hypotheses and theory "grounded" in the data. Transcriptions required writing detailed descriptions of the student affect and individual behaviors and overall attitude/demeanor during the interview and observations, including the transactions between researcher and student. The researcher next read through the data to gain a general sense of the material. The next phase involved coding and compiling the data for each of the 10 participants to construct *staff and student narratives*. The final phase of analysis involved coding the data within- and across-cases to identify *emergent themes*. For this final phase, the researcher utilized visual display tables (Miles & Huberman, 1992) and the Hyper Researcher Program (Copyright © 1997-2013 ResearchWare, Inc.) as tools to support the coding process. Ultimately, the goal was to assemble a coherent understanding of the data by building a logical chain of evidence to support this study's findings.

Findings

In this ethnographic study of students with Asperger Syndrome participating in a transition program to post-secondary education and life-goals as life-long learning, three major themes emerged that are embedded within two overarching conceptual domains. The first conceptual domain is the *Social Construction of Learning and Language,* within which is the first emergent theme, *Self-Perception* (how students constructed identities), and the second theme *Connectedness* (with members of AsIP and others). The second conceptual domain is *Radical Individualism as Community Kaleidoscope* within which the third emergent theme is *Transformative Shifts in Awareness* regarding how students' view of themselves and learning

experiences altered engagement in school and life. The emergent themes of *Self-Perception, Connectedness and Transformative Shifts in Awareness* serve to elucidate the socio-complexity in the learning community from an ontological perspective that considers student pathology in relation to constructivist learning pedagogy. Embedded in the program design are in-depth inquiry driven discussions and experiences to enhance interpersonal relationships, effective communication, and higher level cognition. The exploration examines whether the in-depth inquiry driven design does contribute to academic and lifelong learning, fundamentally improving students' over-all self-perception, empowerment, and actualization of life goals, which is the underpinning purpose of an exceptional education.

Conceptual Domain 1: Social Constructs of Learning and Language

Guided by initial questions, the first overarching conceptual domain to emerge derives from what Dudley-Marling (2004) conveyed in his article, "The Social Construction of Learning Disabilities." His critique of the ideology of individualism situates individual success and failure in the heads of individuals as a means of introducing an alternative perspective—*social constructivism*—that locates learning and learning problems in the context of human relations and activity. The primary argument developed here is that one cannot be learning disabled on one's own. It takes a complex system of interactions performed in just the right way, at the right time; on the stage we call school to make a learning disability (Dudley-Marling 2004). This is reflected in how the participating students have come to identify and see themselves from the context of the socially constructed disabled learning environment and the impact of this perception on performance outcomes.

Emergent Theme 1: Self-Perception

Intervention Specialists (IS) were interviewed to capture their experience and philosophy as a team member in the Asperger Inclusion Program. One IS revealed an experience working with a student making a documentary film for a class asking fellow students on the spectrum basic questions about their lives. After watching the final edited version of documentary two facts became evident according to the IS. The majority of students affected by Asperger were unable to describe the symptoms or hallmarks of the syndrome and significantly every student in the documentary reported an overwhelming feeling of sadness and depression. The study focused on an in-depth exploration to the common origin of depressions among students, revealing as originated in their early stages of school. A correlation between expressed student anger, depression and the constructed student identity within the context of common early *disabled* learning practices became apparent. While these experiences may not be able to completely account for diagnosed clinical depression, the common experience emerged as significant in the findings; and helped to analyze a relationship correlate to student performance. The findings reveal a relationship between how students perceive themselves and others who share their experience, and levels of student outcome as evidence that a series of scenarios, (within the complex system of the learning disabled school setting) and interactions, construct self-perception that impacts access to learning. Moreover, conscious events that constructed self-perception as learning disabled in the school setting *hindered* early performance outcomes and constituted a response to early school experience as anger and depression; resulting in a socially constructed learning disability.

This study explored how students participating in the AsIP experienced a paradigm shift in self-perception through understanding the social constructs of learning through language constructs as in-depth transformative curriculum predominately developed through discussion that dramatically altered learning identity and improved performance outcomes. The findings suggest that over the course of their school experience the participants' self-perception evolved as they re-constructed identities as learners and individuals within the social construct of Constructivist Learning practices. In particular, interview data revealed students' self-perception as influenced by isolation and atypical experiences and social variances underlined how language constructs social learning reality through perception in the context of human relations and activities. Through participation in the AsIP program, their self-perception transformed as a reflection of inner growth and development and intrapersonal empowerment.

Emergent Theme 2: Connectedness

Connecting with members of AsIP and others in student social learning community was paramount as a paradigm for transformation. Interpretations draw on the notion of linguistics as a causal variable of world view (*Stanford Encyclopedia of Philosophy*), students become cognizant that they are experiencing learning, community, and the world through constructs developed in language. Franz Boaz (1940) considered to be the founder of Modern Anthropology and Descriptive Linguistic Thought, explained when studying linguistics that we consider the finite concepts conveyed through spoken language. Boaz asserted if we did not have the language, we were incapable of expressing a concept or thought. Sapir's Linguistic Determination (1966) stated that language determined how we viewed and thought about the world; Sapir's Strong Determinism (1966), the extreme version of the theory, suggested language actually determined thought. Lisa Delpit (1993) considered the *connectedness* between language, cultural awareness, and cognitive process when teaching other people's children and considered language as a cultural construct that impacted the ability to teach and learn concepts. The study data support, introspective communication, social/personal identity development and transformative introspection were critical for students to access *connectedness* in community, academics and life-long learning.

Conceptual Domain 2: Radical Individualism as Community Kaleidoscope

One of the most frequent grievances expressed by AsIP students is that in education you are not allowed to be an individual, and having autism is an individual autonomous experience in the world. The participants are students with radical individualism, yet they report a strong intention as connected to learning community. One of our most powerful cultural myths is the self-sufficient, "rugged individual," who overcomes life's adversities on her or his own through sheer determination, neither needing nor accepting the help of others. Through the lens of rugged individualism, those who need help (those who are unable to confront life's problems on their own) are often seen as inept (lacking determination or skill) and those who accept help as weak (Dudley-Marling 2004). An in-depth understanding of oneself and relatedness to community and social constructs discussed as *self-perception and connectedness* allowed students to look outside of their formative isolated context producing low performance, to re-construct their identity within the learning community inclusively and increased student performance.

Emergent Theme 3: Transformative Shifts in Awareness

The findings suggest a common pattern whereby the evolution of their shifts in awareness was influenced by a number of factors through participation in the AsIP program including: transformation through communication, transformative thinking, discourse with others, re-constructing a healthy identity, internal triumphs, and personal development for social community/school success. Student interview data suggests that the participants experienced a transformation through communication, which contributed to *Transformative Shifts in Awareness*. Interpretations draw on research pertaining to "Transformative Research Design" that gives close consideration to individuals who experience discrimination and oppression, including but not limited to race/ethnicity, disability, immigrant status, political conflicts, sexual orientation, poverty, gender and age (Mertens, 2010). Providing additional supporting evidence for this emergent theme, students also experienced transformative thinking. The data are aligned with assumptions and procedures used in Mertens (2009) *Transformative Research Design*:

- Underlying assumptions that rely on ethical stances of inclusion and challenge oppressive social structures.
- An entry process into the community that is designed to build trust and make goals and strategies transparent.
- Dissemination of findings in ways that encourage use of the results to enhance social justice and human rights.

Figure 1 provides a summary of conceptual domains and emergent themes corresponding to guiding questions and supporting evidence. The emergent themes of *Self-Perception, Connectedness and Transformative Shifts in Awareness* serve to elucidate the socio-complexity in the learning community from an ontological perspective that considers student pathology in relation to constructivist learning pedagogy and *transformative thinking*.

Reflections

The evidence suggests that participation in the AsIP program influenced students' personal development in social community and school success. The students became aware that the context of school and learning is decisive. The students became clear that the context that they had been relating to was as a *dis*abled learner and their behaviors and way of being were correlated to that context. Students decisively began to shift context and take action in participation. Student behavior then correlated in developing individualized education plan/individualized learning plan or individualized action plan. A systems change approach design of traditional academic discipline and teaching moment life experiences influenced students' understanding of complex academic and social constructs. These skills helped to prepare the students for higher education goals by facilitating meaningful social interactions, providing clear expectations, determining an appropriate curriculum accommodation.

Lincoln and Guba (1985) defined paradigms as systemic sets of beliefs that helped us to make sense of the world. This can be demonstrated with respect to beliefs concerning students on the Autism Spectrum (specifically students with Asperger Syndrome) diagnostic evaluation to determine psychological and academic challenges. Certainly, reliance on the scientific, medical, and psychological discourses for making meaning of disability discourages conceptualizations of difference other than as an individual burden (Reid & Valle, 2004). Participants in this study had no expectations for advanced degrees in early academic evaluation. Radically unexpected, each participant's transition demonstrates accomplishments in advanced academic and personal life-

Figure 1 Summary of Conceptual Domains

Conceptual Domain 1: Social Construction of Learning and Language		
Guiding Questions		
1. How do students identify and see themselves and others who share their experiences in the social learning environment?	2. What is the students' interpretation of the world/ situation in which they find themselves in AsIP/ Ethos?	3. How do constructivist learning practices change student performance outcomes that demonstrate the idea of the socially constructed "disabled learning?"
Supporting Evidence		
Emergent Theme 1: Self-Perception • Isolation • Atypical Experiences and Social Variances	• Inner growth and development	• Intrapersonal Empowerment
Emergent Theme 2: Connectedness • Introspective Communication	• Social / Personal Identity Development	• Transformative Introspection
Conceptual Domain 2: Radical Individualism as Community Kaleidoscope		
Guiding Questions		
4. How does constructivist learning and transformative education affect the integration of students on the spectrum, particularly those who are mildly affected?	5. How has transformed student identity and learning experience impacted engagement/ outcomes in school and life?	6. Where in the realm of education can the student with ASD (specifically with Asperger Syndrome) be included in constructivist learning environment?
Supporting Evidence		
Emergent Theme 3: Transformative Shifts in Awareness • Transformation through communication • Transformative thinking	• Discourse with others • Re-constructing a healthy identity	• Internal triumphs • Personal development for social community / school success

Schools as Organizations

long learning. An alternative concept of learning construct, within the discourse of individualism, considers that learning and learning problems dwell in activities and practices situated in relations rather than in the heads of individual students (Gergen, 1990).

The outcomes of this investigation have implications concerning understanding school as an organization within the larger context of society. The Greek word *organon* as defined by Merriam-Webster is a tool used to carry out a task, meet goals and objectives. Schools are systems used to meet goals and objectives within society. Schools are not traditionally thought of in terms of organizations; however, schools function as organizations by design. Organizational theorists suggest that to improve school productivity, we can research and examine how organizations function within power dynamics, how decisions are made and enforced, and incentives. The two areas this section considers regarding schools as organizations are:

- The conflict of teaching according to traditional instructional practices vs. making adjustments according to the needs and readiness of the individual students.
- Restrictions on school community based structures and activities to enhance curricular design and implementation.

Bureaucracy within Organizations

The research question concerning *how constructivist learning and transformative education affect the integration of students on the spectrum, particularly those who are mildly affected* is addressed as this section of school as an organization. When considering schools as an organization, bureaucracy is correlated to function. Chubb and Moe (1990) reported bureaucratic limitations on public school led to poor student performance. Smith and Meier (1994) reported bureaucracy was increased as public schools implemented programs to address low student performance. This is important phenomena regarding AsIP and for the larger complex of decentralization at school site control, concerning progressive implementation of developing special programs. With specific regard to AsIP, consider the earlier concern regarding appropriate diagnosis and the growing number of students with Autism and related disorders currently educated in public school systems. This concern is substantiating conversation regarding provisional supports offered within unified districts. Inner-city schools consistently produce low performing students despite policy implementing specialized supports (Smith & Meier, 1995). Bilingual and special education services require smaller class sizes, specialized teachers, larger staff, committees, and programs that call for more administration and bureaucracy to manage school functions due to more challenging issues.

The outcomes of this study point to the need to lower bureaucratic involvement at site level since cultural knowledge and solutions of the community are more intimately understood and managed when decentralized. Transformative education is an example of constructivist learning design rooted in discourse, minimizing complex curricular reform implementation and bureaucracy. The Data Center Research (2010) explained that sustainable solutions to social, economic, and environmental inequities emerge from community knowledge and collective experiences; they are not isolated to statistical information and policy experts. Communities have knowledge experts with authentic experiences viable enough to support student success that has historically been excluded from curriculum development and school design. Reports (that inform

curriculum development and reform) written in statistical jargon cost money, produce inaccessible information to the community, and perpetuate bureaucracy (Data Center, 2010). Data Center's *How to Build Legitimacy Behind Your Voice* (2010) considered how the legitimacy of experts has impacted community and how to gather and disseminate information based on the audience because what was considered legitimate could vary by audience. The specific program design of the AsIP illustrates that moving academic community decisions from the national to the state or district level is less significant; however, the individual school community *does* make a difference, through progressive program development at site level to address community needs (Walberg, Paik, Komukai, & Freeman 2000).

School Leadership

Another area to consider based on the outcomes of this study is school leadership and research question concerning *how students identify and see themselves and others who share their own experiences and situations?* Considering the sociopolitical and sociocultural concerns at the school site (Anderson, 1996; Giroux, 1992; McLaren, 2003) historically, centrally appointed school leaders are not by profession trained in sociology, nor are they professionally trained to be responsible for *how* they manage school design as a direct impact on *how* the community responds to issues of inequities. School leaders view the sociological and sociopolitical issues within community through the lens of personal history, beliefs, and professional experience. If these are in conflict with school community ideologies, school leaders may create "legitimizing myths" regarding social constructs (Anderson 1996). These myths may perpetuate inequities rather than resolve conflicts between leader perspectives and organizational ideologies (Leithwood, Louis, Anderson, Wahlstrom 2004), reported in an article written for the Center for Applied Research and Educational Improvement. Currently 88% of principals in the United States are White (National Center for Educational Statistics, n.d.).

Diversity within the administrative pool would benefit all populations of students to include diverse learners for countless lower-performing students on campus across the US. Ryan (2003) reported administrators did not recognize racism to be a factor in lower performing schools. Evans (2007) recognized that the significant impact of leadership, along with personal and professional identity, influenced sociopolitical and sociocultural conditions at the school site and determined if status quo was challenged or maintained. To examine how leaders manage school site sociopolitical and sociocultural dynamics, consider the difference between micro and macro theories of sociology. Micro theory examines inner-personal individual dynamics within the community; macro theory examines broader society and public relations. The findings of this study suggest focus for school site leadership practices on micro learning community to build school designs intended, then, to impact broader society and public relations, concerned with educational leadership for social justice. While the participants in this study are formally diagnosed, the research reveals Transformative Education can be accessed by all students.

Next steps are to continue to develop the AsIP program embedded in the Transformative Education principles and to expand the research to consider how Transformative Education can be generalized into a larger school site, beyond program level. The experience these student interviews conveyed during this study exemplifies the closing quote, "There is no such thing as a neutral education process. Education either functions as an instrument which is used to facilitate the integration of generations into the logic of the present system and bring about conformity to it, or it becomes the 'practice of freedom,' the means by which men and women deal critically

with reality and discover how to participate in the transformation of their world (Shaull, drawing on Paulo Freire 1999).

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