THE EFFECTS OF AN INCENTIVE-BASED DISCIPLINE PROGRAM ON THE ATTENDANCE AND SUSPENSION RATES OF PARK HILL SOUTH 12th GRADE STUDENTS

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Abstract

The purpose of this case study was to examine the effects of an incentive discipline program for 12th grade students on discipline referrals for tardiness, truancy, and the use of in-school and out-of-school suspension as a disciplinary strategy for any behavior problem. In contrast to traditional discipline methods, the incentive-based model offers a continuum of privileges to reward students for maintaining good attendance and minimal discipline referrals. Privileges include free time during tutorial period, extended lunchtime with preferential seating, paperless hall passes, parking privileges, and unrestricted attendance at school functions or athletic events. Based on the grade level of the student, privileges increase as students move from grade to grade. The basis for the graduated privilege system is the belief that a 12th grade student is more mature and should be treated differently from a 14-year-old freshman.

For this study, the researcher examined six consecutive classes (2001-2006) of 12th grade students from Park Hill South High School, located in Riverside, Missouri. These classes were divided into two groups: 12th grade students in 2001-2002 (Group 1) and 12th grade students from 2003-2006 (Group 2). Group 1, composed of 573 students, represented 12th grade students prior to the implementation of the incentive-based discipline program. Group 2, consisting of 1411 students, represented 12th grade students after the incentive discipline program was implemented. A *t* test for independent means was performed to determine if the implementation of the incentive discipline program had an effect on 12th grade students in the areas of tardiness, truancy and the number of students assigned to ISS or OSS.

The results of this study indicated the incentive-based discipline program was ineffective in curbing tardiness ($t = -.790$) and the use of in-school suspension ($t = -.698$) as a disciplinary consequence. However, the program provided a significant effect in reducing student truancy ($t = 16.32$) ($d = .474$) and a smaller effect in the use of out-of-school suspension ($t = 5.64$) ($d = .193$) as a disciplinary consequence.

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CHAPTER ONE

INTRODUCTION

During the past twenty-two years, the Annual Gallup Poll of the Public's

Attitudes Toward the Public Schools has identified "lack of discipline" as one of the most

serious issues facing the nation's educational system (Cotton 1). In addition, student

behavior has been a long-standing concern of educators and has prompted schools to try a

variety of methods addressing the issue of discipline in schools. In recent years, a few of

these discipline methods have included Reality Therapy, A Positive Approach to

Discipline, Teacher Effectiveness Training, Assertive Discipline, and Student Learning

Teams (Cotton 10). The recurring theme for these discipline methods is that student

discipline must be clearly articulated in policy and practice to maintain student learning.

Traditionally, schools have used punishments, such as detentions or suspensions,

to deal with student behavior issues. Matthew Gushee, in "Student Discipline Policies,"

stated, "American schools, which have generally dealt with student misbehavior through

punishment, must find a more effective way of preventing inappropriate student

behavior" (2). In *Motivating Students and Teachers in an Era of Standard,* Richard Sagor

stated, "An additional complication to the issue of student discipline is that students often

fail to see a connection between their behavior and the resulting discipline" (2). This

disconnection between the punitive discipline policies used by schools and student

awareness means schools see little or no improvement in discipline.

One high school addressing this disconnection between discipline policies and

student awareness is Adlai Stevenson High School in Lincolnshire, Illinois. Adlai

Stevenson High School has operated with a discipline system based on privileges for the

past twelve years. In explaining this privilege system, Dr. Richard DuFour, former

Superintendent of Schools for the Adlai Stephenson School District, stated, "There are

important distinctions between a wide-eyed 14-year-old entering high school and an 18-

year-old preparing to leave for college" (DuFour 3). Under the Adlai Stephenson

privilege system, students earn privileges as they progress through high school. These

increased freedoms, coupled with responsibilities, are not given automatically to students,

but are earned as a result of the demonstration of appropriate behavior and academic

performance (3). Sagor supported the privilege approach to discipline by stating, "If the

desired result is for students to take ownership in their behavior and success, then they

must understand that consequences are a result of their choices" (Sagor 113). This

combination of age-appropriate privileges and student ownership has resulted in a

successful alternative discipline program.

<div align="center">Demographic Background</div>

Park Hill School District

   Established in 1951, the Park Hill School District is located in the southern

portion of Platte County, Missouri, in the Northland region of the Kansas City

metropolitan area. Approximately 43% of the district lies within the Kansas City,

Missouri, city limits. There are seven other incorporated communities served by the

district: Parkville, Riverside, Houston Lake, Weatherby Lake, Platte Woods, Lake

Wakomis, and Northmoor. The district's overall high achievement has led to state honors

of Accreditation with Distinction, the Distinction in Performance Award, and North

Central Accreditation, as well as a Gold Medal ranking from Expansion Management

magazine. The district has two high schools, three middle schools, nine elementary

schools, one day treatment center, and an early childhood center.

The district has experienced slow but steady growth over the past few years. In

2000-2001, the Park Hill School District had 9004 students, compared to an enrollment

of 9765 in 2006-2007. Table 1 provides an overview of the district's change in student

demographics, percentile of students who qualify for free/reduced lunch, and the total

enrollment for the district from 2000-2001 to 2006-2007.

Table 1

Demographic Overview Park Hill School District

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07
Native American	0.20%	0.30%	0.40%	0.50%	0.50%	0.60%	0.80%
Asian	2.60%	2.70%	2.90%	3.20%	3.10%	3.60%	3.70%
Hispanic	2.70%	3.10%	4.10%	4.40%	4.80%	4.90%	5.50%
African-American	5.60%	5.60%	6.60%	7.60%	8.70%	9.00%	9.60%
White	88.90%	88.30%	86%	84.40%	83%	82%	80.30%
Free/Reduced Lunch	11%	13.4%	14.7%	16.7%	18.4%	18.3%	19.6%
Total Enrollment	9004	9171	9343	9460	9498	9648	9765

Source: Park Hill District Demographic Report, 2006

Park Hill South High School

Park Hill South High School opened in 1998 as the second high school in the Park Hill School District. Park Hill South, a suburban high school with a current student enrollment of 1542 in grades 9-12, serves the communities of Kansas City, Riverside, Parkville and the surrounding southern Platte County area. The curriculum at Park Hill South offers students a variety of course and career options, including advanced placement and dual credit college classes, challenge courses, vocational technical certification, and courses for English language learners. Park Hill South is recognized by the state as Accredited with Distinction, is a member the North Central Association, and actively participates in the Missouri A+ program. The teaching staff has an average of 14.4 years of experience, with 83.8% holding advanced degrees. The student-to-teacher ratio at Park Hill South is 19:1.

Table 2

Park Hill South School Accountability Report

	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07
Total Enrollment	1374	1386	1452	1462	1487	1545
White Enrollment	91.60%	91.50%	90.10%	88.90%	87.20%	86.70%
Minority Enrollment	8.40%	8.50%	8.90%	11.10%	12.80%	13.30%
Attendance Rate	93.40%	94%	94.10%	93.90%	93%	93.70%
Free/Reduced	5.10%	7.70%	8%	9.30%	11.70%	12.90%
Graduation Rate	91.60%	91.70%	93.50%	92.10%	94.50%	95.30%
% of Students taking ACT	73.20%	69.50%	60.20%	57.20%	74.20%	61.70%
ACT Results	22.6	22.4	22.7	23.0	23.4	23.4

Source: "Park Hill South School Accountability Report." Missouri Department of Elementary and Secondary Education, Core Data Report.

Park Hill South is a suburban high school predominantly composed of white students. Although the number of minority students is increasing, the ratio remains relatively low. In 2006, the graduation rate was 95.3%, with 54% of the graduates entering a four-year college and 28% entering a two-year college. Only 1.3% of Park Hill South students dropped out of school in 2006. Table 2 provides an overview of the demographics of the students of Park Hill South High School from 2000-01 through 2006-07.

Background of the Study

In 2002 Park Hill South changed from a punitive and ineffective model of student discipline, which dealt with negative consequences for inappropriate student behavior, to an incentive-based discipline program that rewards students for proper behavior. The rationale for this change resulted from data that showed that traditional methods of detentions and suspensions were ineffective in curbing student tardiness and truancies. Through a collaborative process including teachers, parents and students, the school developed a new student privilege system based on loss of privileges rather than detentions or suspensions as disciplinary consequences. This system offers a continuum of privileges, based on student grade level, and uses color-coded student identification cards to identify the level of privileges for each student. The Park Hill South four-level card system includes gold, platinum, purple and red student identification cards.

All seniors are provided a gold identification (ID) card at the beginning of the school year. Gold card status allows seniors extended privileges: unrestricted parking, free time during tutorial to use the commons, extended lunchtime with preferential seating, paperless hall passes, and no restrictions on attending school functions or athletic

events. Seniors who are failing a course during any grading period or have attendance or other discipline concerns forfeit their gold card status and move to a purple ID Card. Gold card status may be reinstated at the onset of the next grading period if the student demonstrates academic progress and has no additional discipline or attendance infractions.

Platinum ID card status is only attained by juniors or seniors who are selected to be mentors in the Freshman Mentoring Program. Platinum card privileges are the same as gold card privileges, but with the addition of preferential parking spaces and additional free time during the school day.

Freshmen, sophomores, and juniors receive a purple ID card. The purple card allows students to attend school and athletic events, offers hall passes with a planner, provides lunchroom privileges, and establishes eligibility for student parking. During tutorial period, juniors may travel for academic tutoring during both semesters. Sophomores earn the right to travel during tutorial period only in the second semester. A red card may be issued to any student, regardless of grade level, with attendance or discipline problems. Students with red card status lose all privileges and they are excluded from travel during tutorial, regular cafeteria privileges, and parking privileges; additionally, they cannot attend school functions or athletic events.

<div align="center">Purpose of the Study</div>

The purpose of this case study is to determine if the incentive discipline program implemented by Park Hill South High School has had an effect on 12th grade student attendance and suspension rates. Specifically, attendance is limited to the tardiness and

truancy rate from 2001-2006. The attendance rate for all students (grades 9-12) from

2000-01 to 2005-06 is shown in Graph 1.

Graph 1

Tardy/Truancy Rate for Grades 9-12 2001-2006

School Year	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06
▢ Tardy	1053	1202	955	1590	799	697
▪ Truancy	1846	2139	1124	1523	1139	1052
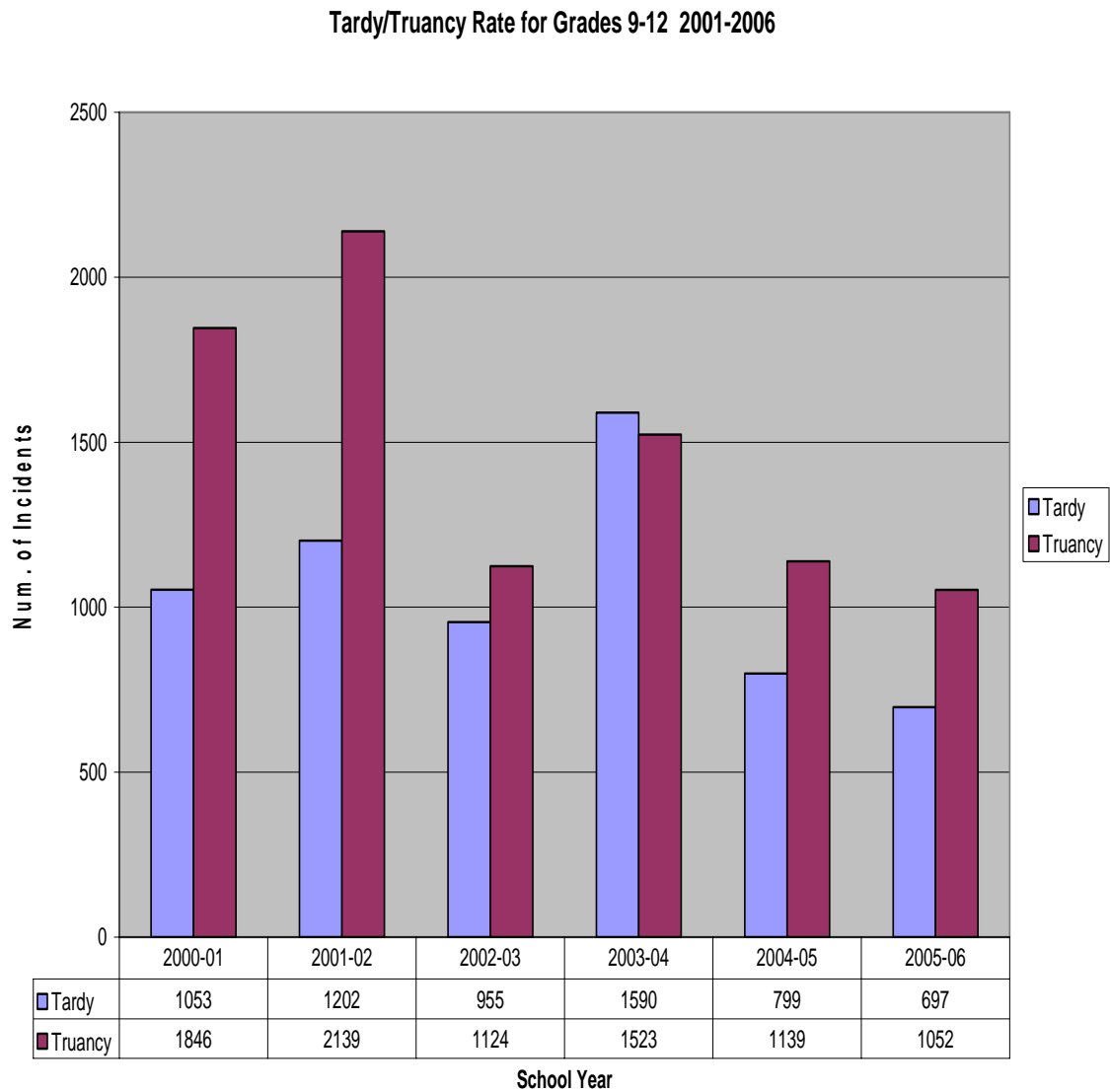
Source: "Park Hill South Student Attendance Data."

Suspension rate data for this study was limited to students placed on in-school suspension (ISS) and out-of-school suspension (OSS). Suspensions for all student disciplinary infractions (grades 9-12) from 2000-01 to 2005-06 are shown in Graph 2.

Graph 2

Suspension Rates for Grades 9-12, 2001-2006

School Year	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06
ISS	764	731	835	1153	1139	1052
OSS	405	327	172	102	124	166
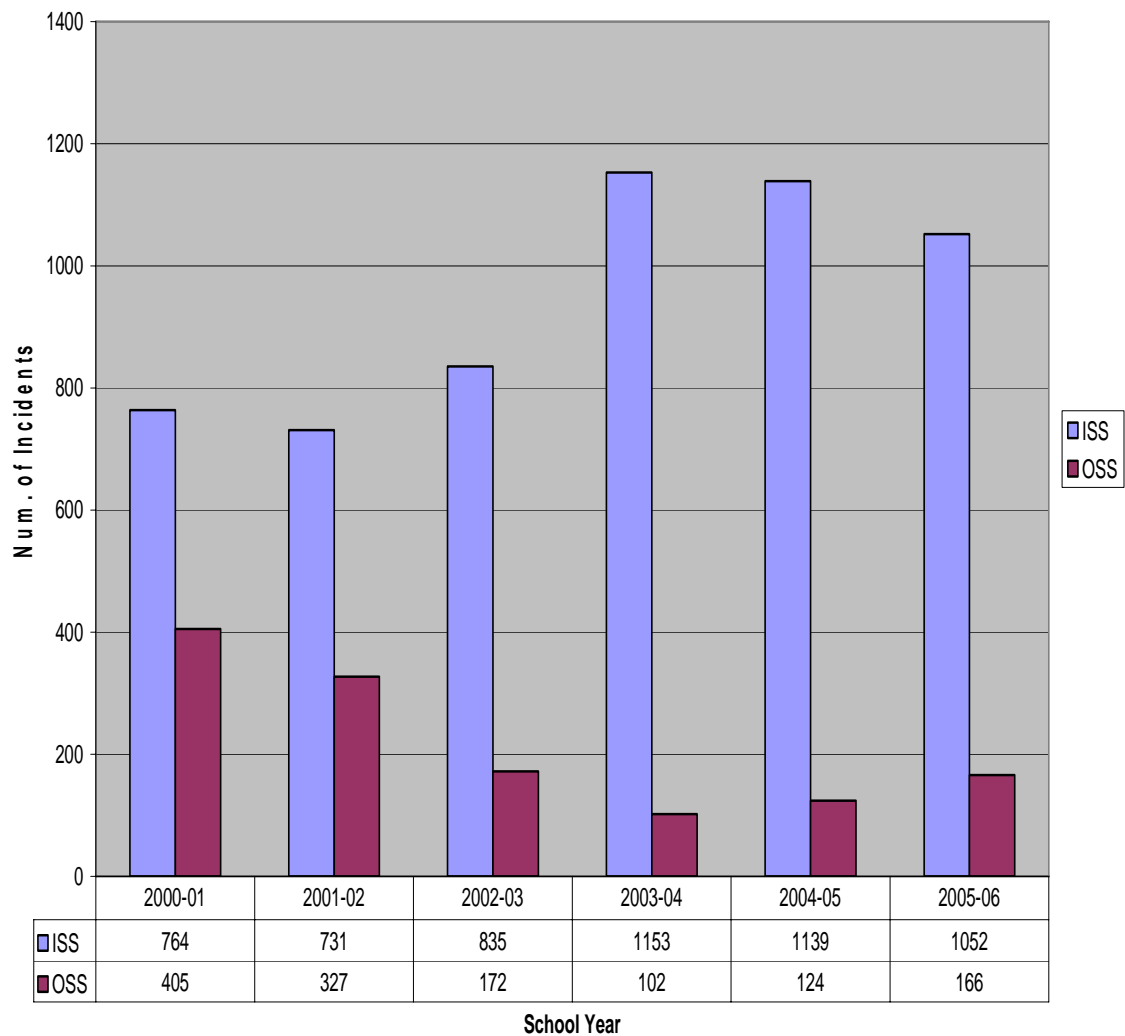
Source: "Park Hill South Discipline Data."

As stated earlier, Graphs 1 and 2 represent data for all students attending Park Hill South. Although these graphs indicate changes in the overall number of incidents for the total population, the data has not been specifically researched for 12th grade students. As a result, the purpose of this study is to disaggregate data specifically to Park Hill South High School 12th grade students in the areas of tardiness, truancy, in-school suspension, and out-of-school suspension.

Significance of the Study

Research indicates that incentive programs can be effective if the design addresses the needs of a specific population, sets reasonable and attainable expectations, and provides a reward system that is of value to the target population (Cool and Keith). This study may contribute beneficial information to Park Hill South High School and the Park Hill School District regarding the incentive discipline program. At the building level, results may provide helpful information about the effectiveness of the incentives in reducing 12th grade attendance violations and disciplinary suspensions. In addition to the information provided to the Park Hill School District, if shown to be effective, the implementation of the incentive-based discipline program could enrich the body of literature addressing student discipline in secondary schools. It could also provide an alternative to other schools to supplement their current system of student discipline.

Potential Outcomes

Potential outcomes from this study included the development of an alternative strategy to the use of in-school and out-of-school suspensions as a disciplinary consequence. Additionally, this study sought to assist Park Hill South building level

administrators in determining if the incentive-based discipline program was effective in

curbing tardiness and truancy, and reducing the use of in-school and out-of-school

suspensions. Other potential outcomes for the Park Hill School District would include the

possibility of implementing the program in other secondary schools within the district.

For other school districts, the outcomes of the study may provide a prototype for the

development of a similar incentive-based discipline program within their individual

school settings.

Research Hypotheses

Based on the above rationale, four null hypotheses were developed for this study.

$H1_0$:   An incentive-based discipline program has no effect on reducing tardiness

for 12th grade students at the 0.05 level of significance.

$H2_0$:   An incentive-based discipline program has no effect on reducing truancy

for 12th grade students at the .05 significance level.

$H3_0$:   An incentive-based discipline program has no effect on reducing in-school

suspensions for 12th grade students at the 0.05 level of significance.

$H4_0$:   An incentive-based discipline program has no effect on reducing out-of-

school suspensions for 12th grade students at the .05 significance level.

Overview of Methodology

The research design of the study was quantitative in nature. Data for the study

came from Park Hill South's attendance and discipline records. All data was retrieved

through a third-party school district technology staff member to ensure the privacy of the

population. For the purpose of this study, the researcher involved six consecutive classes (2001-2006) of 12th grade students. These classes were divided into two groups: 12th grade students in 2001-2002 (Group 1) and 12th grade students from 2003-2006 (Group 2). Group 1, composed of 573 students, represented 12th grade students prior to the program implementation. Group 2, consisting of 1411 students, represented 12th grade students after the incentive discipline program was implemented.

A *t* test for independent means was performed to determine if the implementation of the incentive discipline program affected 12th grade students in the areas of tardiness, truancy and the number of students assigned to ISS or OSS. The independent variable of the study was the incentive discipline program while the dependent variables were student tardiness, truancy, and the frequency of in-school and out-of-school suspensions.

Limitations of the Study

There were several limitations to this study. First, only attendance and suspension rates from Park Hill South High School were used for data collection. Second, only data from school years 2001-2006 were used for data collection. Third, although there is another high school in the Park Hill School District, the administrative team at Park Hill High School had not chosen to implement or extend alternative incentives to their student population; comparing data from the two schools would not be beneficial to the study.

Delimitation of the Study

This case study includes only data collected from the attendance and suspension records of senior students in school years 2001-2006 at Park Hill South High School, located in Riverside, Missouri.

Assumptions

From 2000-01 to 2005-06, three different administrators were responsible for reporting attendance and suspensions. It was assumed that all administrators followed the district guidelines for reporting the tardiness, truancy, and suspension rates for all students.

Definition of Terms

For the purpose of uniformity and clarity, the following terms are defined. When definitions are not followed by a literature citation, the definition was developed by the researcher.

Average Daily Attendance (ADA): The total hours of student attendance divided by the total number of hours that school is in session. (Park Hill District Demographic Report9).

12th grade student: A student who meets the following criteria is considered a 12th grade student: (1) maintains status as a Park Hill South student, (2) meets the Park Hill District residency requirements, and (3) is a member of his/her cohort group, as determined by student age.

4 X 4 block schedule: The 4 X 4 block schedule allows students to attend four class periods per day for 85-95 minutes. Students take the same four classes during an entire semester and earn one credit per course successfully completed.

Card system: A series of student identification cards used to identify the level of privileges for each student. The Park Hill South system uses the following card levels:

1. Gold Card: An identification card that is provided to all 12th grade
   students who are considered to be in good standing. Privileges for the gold
   card include unrestricted parking privileges, free time during tutorial,
   extended lunch time with preferential serving, paperless hall passes, and
   admittance to school and athletic events.

2. Platinum Card: Platinum ID card status is attained only by juniors or
   seniors who are selected to be mentors in the Freshman Mentoring
   Program. Platinum card privileges are the same as gold card privileges but
   with the addition of preferential parking spaces and additional free time
   during the school day.

3. Purple Card: Students in grades 9-11 are given a purple identification card.
   The purple ID card allows students to attend school and athletic events,
   provides hall passes with a planner, includes lunch room privileges, and
   establishes eligibility for student parking. During tutorial period, juniors
   may travel for academic tutoring during both semesters. Sophomores earn
   the right to travel during tutorial period only during the second semester.

4. Red Card: This ID card is issued to students who have lost their privileges
   due to attendance or discipline infractions. This card allows no hall passes,
   no travel during tutorial period, loss of regular cafeteria privileges, loss of
   parking privileges, and the student may not attend any school functions.
   (Source: Park Hill South High School, "Improving.")

Freshman Mentoring Program: The Freshman Mentoring Program is a transition
program provided to assist freshman students to assimilate to the high school experience.

Selected junior and senior level students serve as mentors for this program (2007 Park

Hill South Student Handbook 20).

Incentive Discipline Program: This program is based on recognizing and

rewarding students for appropriate behavior and attendance. Emphasis is placed on loss

of student privileges rather than on the use of traditional discipline methods of punitive

consequences for inappropriate student behavior.

In-School Suspension: Students placed in In-School Suspension are removed

from their daily class schedule but detained within a school setting during school hours

(2007 Park Hill South Student Handbook 44).

Loss of Privilege: Privileges are earned through appropriate behavior and

attendance, and these privileges increase as the student matures. When Loss of Privilege

(LOP) is issued, students will be unable to utilize some or all of the privileges that are

available (2007Park Hill South Student Handbook 44).

Out-of-School Suspension: A student placed on Out-of-School Suspension is

removed from the educational setting for a determined period of time. Students are not

allowed to attend district activities or otherwise be on district property for the duration of

the suspension (2007 Park Hill South Student Handbook 44).

Professional Learning Community: A professional learning community is a

school characterized by a shared mission, vision, and values; collective inquiry;

collaborative teams; orientation toward action and a willingness to experiment;

commitment to continuous improvement; and a focus on results (DuFour 45).

Student in Good Standing: A student is considered to be in good standing if

he/she has no discipline or attendance infractions.

Tardy: When a student arrives to class after the class period has begun, he/she is marked as tardy in the attendance report. (2007 Park Hill South Student Handbook 42)

Truancy: Students who are absent from school without the knowledge and consent of their parents/guardians and the administration, or students who leave school during any session without the consent of an administrator, are considered truant (2007 Park Hill South Student Handbook 42).

CHAPTER TWO

REVIEW OF LITERATURE

The review of literature includes three areas of emphasis. The first section outlines school discipline policies from the early Puritan schools through the mid-1900s. The second section is a review of the most influential discipline models used in public education since 1950. An overview of each model is presented, along with the strategies incorporated to manage student behavior. The final section discusses current school-wide approaches to student discipline.

Overview of School Discipline and Discipline Models

Discipline in American schools has long been associated with the religious requirement to rid the child of evil and the use of punishment in child-rearing. The biblical book of Proverbs says, "He that spareth his rod hateth his son: but he that loveth him chasteneth him" (The 21st Century King James Version of the Holy Bible, Prov. 13:24). This principle is one of the oldest and most widely quoted beliefs for disciplining children (Hyman et al. 54). The idea of public education for all originated with the Puritans in the Massachusetts Bay Colony in the seventeenth century. Two purposes served as the rationale for Puritans: the socialization of young people into the Puritan way of life and the control of human behavior. The belief that man was fallible and that he must be corrected led to the first regulation for school discipline, known as the Old Deluder Satan Act of 1647. This regulation was intended to ensure that students acquired knowledge of the scriptures and that "learning may not be buried in the graves of our forefathers" (Schofield 2). The Old Deluder Satan Act also required every township within its jurisdiction that had at least fifty households to appoint a teacher whose wages

were to be paid by either the parents of the children or by the general inhabitants of the community. Towns that increased in population to one hundred households were also required to set up a grammar school to prepare students for the university. Furthermore, children could be removed from home if the parent did not ensure that the children could meet the basic criteria of education (Old Deluder Satan Act 203).

In the area of student control, Puritan discipline for schoolchildren was best characterized as "simple and swift," with no recourse for due process or appeal (Schofield 2). Many of the Puritan discipline methods included the use of whipping posts; standing, sitting or kneeling in painful positions; or holding objects overhead for extended periods of time. These measures were used to alter the behavior of children, "evil spawned from original sin, [in order] to prevent eternal damnation upon death" (Petry 3).

In 1770, William Blackstone imported the English law of *In Loco Parentis* into the American education system. This law allowed teachers to administer corporal punishment to students (Conte 195). Elizabeth Levy, defined *In Loco Parentis* in her 1983 article, "The Child's Right to Corporal Integrity in the School Setting." Levy stated, "Inasmuch as the parent was privileged to use reasonable force, by sending his child to school or by employing a tutor, a parent delegated part of his parental rights to the teacher" (262). Schools continue to assume custody of students while they are deprived of the protection of the parents (DeMitchell 19) and the concept of *In Loco Parentis* remains a foundational concept in school discipline. As a result, corporal punishment remained as a disciplinary option in twenty-two states in 2007 ("Discipline that" 85).

In contrast to the Puritan belief in strict punishment, the democratic approach of

Thomas Jefferson asserted that control and power belonged to the people and not the

government (Schofield 3). Jefferson's approach to public education was to "diffuse

knowledge more generally through the mass of people" and encouraged educators to

provide essential education for everyone (3). Jefferson's 1779 proposal for education

included free access to education for all, with the brightest students being afforded the

opportunity for advanced schooling. Dr. Gordon Mercer, a professor of political science

at Western Carolina University, wrote in his article, "Thomas Jefferson, A Bold Vision

for American Education," that "His ideas in education were similar to his political ideas

on the need for a separation of church and state" (20). Absent from Jefferson's education

plan was the use of rigid control and discipline that was the cornerstone of the Puritan

educational system (Schofield 4). Dr. George Bear, University of Delaware, confirmed

this difference in philosophy and stated that Jefferson believed that schools were

designed to instill in students "a moral sense by developing reasoning linked to just and

caring behavior" (14). Eventually, this expectation for student behavior was to move

from serving their own self-interests to a moral belief in care and duty to others (Bear

14).

In 1859, the Vermont Supreme Court heard the case of *Lander v Seaver* that

challenged the rights of the schoolmaster and school rules to extend past the school day.

A student, while driving his father's cows past the teacher's house, referred to the

schoolmaster as "old Jack Seaver," and the student was disciplined at school with a small

rawhide whip. The court upheld the actions of the school district, allowing school rules

no longer to be confined to the property of the school site (McCarthy 1987).

Changes in student disciplinary practices were evident in the late 1800s as parents began to challenge student discipline procedures. In 1885, the Wisconsin Supreme Court held that discipline regulations were to be "reasonable and proper…for the government, good order, and efficiency of the schools" (McCarthy and Cambron-McCabe 201). In Sandra Abt's dissertation she identified the turning point in student discipline. She stated:

> President Franklin D. Roosevelt appointed six justices to the Supreme Court who believed that the Court should be more activist. In 1943, the Court decided West Virginia State Bd. Of Education v. Barnette (1943), which for the first time granted a student the right not to say the flag salute because of his religious beliefs. This opened the way for more cases on educational issues and the possibility that students had rights in the public schools. (Abt 301)

Even with a more democratic approach to education in the middle of the 20th century, student discipline was still based on control and training to manage behavior. The case of Tinker v Des Moines Independent Community School District in 1969 was the first instance of a student discipline matter being heard by the United States Supreme Court. Schoefield's work addressed the issue of First Amendment rights by stating that "it can hardly be argued that either students or teachers shed their constitutional rights to freedom of speech or expression at the schoolhouse gate" (9). Tinker v Des Moines Independent School District, in combination with increased governance by both the federal and state legislatures and the increased attention to student rights and due process, has dominated school discipline since the early 1970s.

In 1975, two court cases directly addressed the issue of student rights and the use of suspension from school. These cases, <u>Goss v. Lopez</u> and <u>Wood v Strickland</u>, stipulated that students must have the right to present their side of the story and that students could sue for damages if the school did not provide sufficient evidence for their suspension (Schofield 12). Due to the impact of these cases, schools were required to provide documentation that due process was afforded the student and that written documentation was in place to verify compliance. Conversely, the concept of *In Loco Parentis* remains in twenty-two states in the area of corporal punishment. So far, the courts have failed to rule on the use of corporal punishment in the schools (14). The case of <u>Ingraham v Wright</u> (1977) contended that schoolchildren do not have constitutional protection from paddling under the Eighth Amendment, which confirms the court's reluctance to challenge the use of physical punishment in schools (Hyman and Fina 258).

<div align="center">Influential Discipline Models</div>

The end of World War II created increased interest in all students attending school to improve their ability to earn monetary compensation. Mandated school attendance for all children, increased government funding and legislation, and the incoming "baby boomer" generation were all factors that increased the number of students attending school. As a result of the increased enrollment in public schools, the search for effective methods of pupil control and discipline was more important than ever. Based on both the behaviorist and humanistic approaches to dealing with student behavior, the following discipline models became foundational to changes in school discipline practice and policy. These models had an enormous impact on student

discipline and classroom management over the fifty years. It is important to note that

many aspects of these discipline models continue to influence current discipline practice.

Mental Hygiene in Teaching: Redl and Wattenberg

Fritz Redl and William Wattenberg provided the first organized approach to

addressing issues of student behavior and classroom management. Their contributions in

the areas of student self-control, the use of reward and punishment, and dealing with

situational issues provided the foundational structure for all other discipline models to

follow (Charles 17). Redl and Wattenberg co-authored the book Mental Hygiene in

Teaching in 1951. Their book offered insights into both psychological and social factors

that affect student behavior in classroom groups (4). Through their work, they identified

the differences between individual behavior and group behavior and provided the first

structured model of classroom discipline. Previously, teachers either maintained

classroom discipline through trial and error or through traditional punishment methods

(16).

The key ideas of the Redl and Wattenberg model are:

1.   People behave differently in groups than they do as individuals.

2.   Groups create their own standards of behaviors, thus teachers must be able

         to recognize group dynamics.

3.   Classroom group behavior is influenced by how students perceive the

         teacher,

4.   Dealing with classroom behavior requires constant diagnostic review by

         the teacher,

5.   Teachers maintain group control by using various techniques,

6.   The use of low-key techniques is vital to keeping discipline issues from

becoming major distractions, and

7.   Teachers use pleasure-pain techniques to reward good behavior and deter

bad behavior. (4).

The Hygiene Model is based on the concept that teachers rarely deal with students

on a completely individualized basis; rather they work daily with groups of students. The

premise that individuals act differently in group settings than as individuals is the basis

for understanding group dynamics. Redl and Wattenberg identified four roles that affect

classroom discipline: leaders, clowns, fall guys, and instigators. These roles are played by

students because they feel a strong personal need or because the group expects or enjoys

the person in the role (6). Group dynamics are behind the unspoken code of conduct

within the classroom (8). Students know their roles within the group. In this model,

teachers must understand the group dynamics of their classes to manage the classroom

effectively.

Redl and Wattenberg's book is divided into two distinct sections. The first seven

chapters of the book provide background and developmental growth information, factors

that identify behaviors, and causes that affect the mental health of children, with the

resulting behaviors. These behaviors include comfort habits such as hair twirling, nail

biting, thumb sucking, rocking, or other physical habits that provide comfort to the child.

Mental hygiene also covers gender, social influences, illness, and family dynamics as

factors in the development of a child. The authors described mental hygiene as "helping

us to understand people's psychological needs and how to meet them. Mental hygiene

aids in dealing with situations in which mental health may be endangered, but it makes no

pretense at giving exact rules for treating mental disturbances" (Redl and Wattenberg 25).

It is important to note that when Redl and Wattenberg published their book in 1951, the

concept of psychotherapy and its influence on dealing with student problems in the

school setting was highly controversial.

Redl and Wattenberg believe that the teacher has the most influential role in the

classroom. They describe the classroom setting as follows:

The forces which are at work in young people's groups are influenced by the

entire setting in which they operate. A significant aspect of that setting is the

teacher. The experimental evidence is clear and unequivocal. Teachers, either

with deliberate forethought and intuitive skill or by unthinking action, affect the

context which molds group life in the room. (Redl and Wattenberg 294)

Redl and Watterberg's theory of group dynamics has provided numerous pupil

control concepts that continue to thrive in educational settings. Classroom dynamics

continue to include clearly delineated roles that students take on within the class setting.

Although the roles may change from class to class, the ability of the teacher to recognize

and influence the role of these personalities within the group has a tremendous effect on

the effectiveness of the teacher and the academic progress of the students.

Group Management: Kounin Model

This model is based on Jacob Kounin's written work, <u>Discipline and Group

Management in Classroom</u>. This book is based on twenty years of research in the areas of

group management and highlights the effect of handling one issue of misbehavior on the

other group members. The two most enduring aspects of Kounin's work are the effect

that a teacher's remark to correct student misbehavior has on the other members of the

class, and Kounin's emphasis on lesson management and pacing to control student

behavior.

Kounin used the term "desist" to identify verbal remarks that were intended to

stop student misbehavior (Morris 9). His research found that not only does the use of

desists have an effect on individual students, but its use also has an effect on everyone in

the class. Kounin referred to this phenomenon as the ripple effect. After testing his theory

of the ripple effect in four different academic settings, Kounin determined that three

qualities—identified as clarity, firmness, and roughness—had an effect on the degree to

which student behavior changed. C.M. Charles further defined these qualities, stating that

"clarity increased conforming behavior of students who witnessed the 'desist'; firmness

increased conformity only in students who were misbehaving at the time, and that

roughness did not improve behavior at all" (Charles 23). Teachers should make certain

that desists are delivered in a clear and concise manner. In addition, teachers should be

advised that firmness and roughness do not produce the same positive effect on changing

student behavior as does clarity.

Kounin emphasized the importance of "with-it-ness" on the part of the teacher.

"With-it-ness" refers to the fact that the teacher knows what is happening everywhere in

the classroom at all times (Morris 9). For example, if a teacher was lecturing and noticed

a student passing a note to a friend, the teacher would pick up the note, throw it in the

trash, and continue the lecture. Through this non-verbal action, the teacher has noted

displeasure with the behavior and demonstrated awareness of everything going on in the

classroom. Kounin believed that in classes where the teacher demonstrated with-it-ness,

students were more likely to stay on task and behave correctly (74).

Kounin also believed that if teachers could maintain and organize the pace and materials within a lesson, then student misbehavior could be minimized. Kounin suggested that a teacher's ability to apply pacing, momentum, and transition has a positive effect in controlling classroom behavior. The ability of teachers to move between activities allows students to stay on task and keeps inappropriate behaviors to a minimum. Kounin discovered that transitions that were either abrupt or delayed impacted student behavior. Abrupt activity changes cause students to feel that the lesson was incomplete and disjointed. This lack of a smooth transition causes confusion and unnecessary activity, as well as noise and misbehavior within the classroom (Charles 25). Kounin found the other transition mistake to be what he called slowdowns. These slowdowns are caused by a teacher overemphasizing a topic, prolonging directions, or lecturing students about misbehavior, and they create a delay that wastes time between activities.

Ginott Model

Haim Ginott (1922-1973) is best known for his three works, Between Parent and Child, Between Parent and Teenager, and Teacher and Child. The first two books offer suggestions to parents on how to communicate effectively with their children (Charles 48). Teacher and Child transfers his previous writings on parental communication to suggestions for effective communication within the classroom. For Ginott, communication was the key to creating positive and effective learning climates. He believed that teachers needed to keep the lines of communication open in order to have students feel accepted. Ginott suggested using "congruent communication" (120). He described congruent communication as "a harmonious and authentic way of talking in

which teacher messages to students match the student's feelings about situations and themselves" (Charles 49).

In Teacher and Child, Ginott expounded on his advocacy for communication by outlining the suggestions for helping teachers. His model stressed the need for "sane messages" (81). Ginott believed that the manner in which teachers addressed a situation was a direct reflection of how they viewed the students. Ginott emphasized that a teacher should discuss the situation, not a child's personality or character, declaring the "cardinal principle for communication" (84). The following is an example of a sane versus a non-sane communication taken from Ginott's writings:

> A child forgot to return a book to the library. Addressing himself to the situation, Teacher A said, "Your book needs to be returned to the library. It's overdue." Addressing himself to the child's character, Teacher B said, "You are so irresponsible! You always procrastinate and forget. Why didn't you return the book to the library?" (83)

In the first response, the teacher addressed the situation and preserved the dignity and character of the child. In the second response, the teacher directed the majority of the communication at the student's character. For Ginott, good teachers simply address the facts and let the students decide if their behavior is what is expected of them (Charles 50).

Ginott stressed the need to find alternative approaches to the use of punishment for dealing with student misbehavior. He believed that discipline is achieved by small victories in the classroom over a period of time. Charles summarizes Ginott's view on discipline as follows:

> The most important ingredient of effective discipline is the teacher's own
>
> self-discipline. Teachers with self-discipline do not lose their tempers,
>
> insult others, or resort to name-calling. They are not rude, sadistic, or
>
> unreasonable. Rather, they strive to model the behavior they expect from
>
> their students. (55)

The Ginott model advocates the formation of a positive learning environment that

promotes strong student self-confidence and respect through the use of sane messages

wherein the teacher fosters self-respect by communicating effectively to the situation,

rather than damaging the personal character of the student. The strengths of Ginott's

model are the development of self-concept for students, the encouragement of positive

relationships between teachers and students, and the placement of emphasis on student

autonomy. The weaknesses of this model include an extensive list of do's and don'ts and

a lack of any specific steps for dealing with student discipline problems (Edwards 213).

Dreikurs Model

Rudolf Dreikurs' model is based on the motivations behind student behavior. His

books, Psychology in the Classroom (1968), Discipline Without Tears with P. Cassel

(1972), and Maintaining Sanity in the Classroom with B. Grunwald and F. Pepper (1982),

helped to establish Dreikurs as an expert in classroom behavior. Dreikurs' discipline

model emphasizes the use of student choice and democratic ideals (Morris 10).

To implement student choice, discipline in the classroom means setting limits for

students until they are able to set limits for themselves (Charles 63). This process is based

on the belief that good behavior brings rewards, and poor behavior always results in

unwarranted consequences. Dreikurs' philosophy toward student behavior is based on the

idea of Alfred Adler "that all behavior—including misbehavior—is orderly and

purposeful and directed toward achieving social recognition" (Edwards 96).

In addition, Dreikurs' discipline model is based on understanding why children

misbehave in the classroom. He identified four motivations that a child may have for

misbehaving, which include attention-getting, power seeking, revenge, and inadequacy

(Dreikurs 28). Attention-getting students are described by Dreikurs as "children who

often fail miserably in life when they do not receive praise and recognition, because

actually they are self-centered and work only for their own glory. They cannot cooperate

if they do not shine" (40). If these students do not receive the attention that they feel they

deserve through recognition, they often resort to misbehavior to gain attention. Teachers

must be cognizant that rewarding this type of behavior causes the student to be motivated

by external, rather than internal influence. Students who do not receive recognition from

their teachers by attention-getting behaviors often escalate to the next level of

misbehavior, which is to gain power and control of the classroom.

Students who are exposed to constant criticism often use power to control their

situation. Dreikurs' description of these students is that "they do not respect order and

discipline, and they defy authority, and may become truant" (42). The goal of these

students is to win within the classroom. If the teacher chooses to argue with them, they

win. When students lose these power struggles, they often move on to revenge in order to

assert themselves. Students who use revenge techniques often hurt others to exert their

power. These students set themselves up for punishment and consider it a victory to be

disliked. Dreikurs believed that although these students portray themselves as tough and

non-caring, underneath the bravado they feel worthless and unlovable (Charles 66).

Another stage of misbehavior is for students to exhibit inadequacy and worthlessness. Dreikurs described these students as "discouraged to such a degree that they see no hope for success" (44). Students in this state often pretend to be stupid so that others will leave them alone. They are extremely passive in class and refuse to react to motivational strategies. All of these mistaken strategies are used by students to gain significance within the classroom setting. By understanding and developing appropriate responses to these behaviors, teachers may not only regain control of the classroom, but they may also encourage and communicate appropriate behavior.

Once teachers understand the mistaken goals of students, they can move to a more democratic form of classroom management. Dreikurs encouraged teachers and students to decide upon classroom rules and consequences together. In Discipline Without Tears, Dreikurs and Cassel provided a summation for the discipline model. They stated, "As the teacher learns to talk less, act more, and respect students as individuals with enormous potential, she can then teach in a co-operative atmosphere where students are willing to learn and discipline problems are minimal" (96).

The Dreikurs model does have the advantage of encouraging communication and respect between the teacher and the students. It also allows students to participate actively in developing and enforcing classroom rules. However, a disadvantage of this model is that unless teachers can identify and understand the correct methods to address misdirected behavioral goals, they may become frustrated (Morris 10).

Positive Discipline Model: Fredric Jones

Fredric Jones' model of discipline was founded on his research into effective student behavior management. Jones' research indicated that the majority of classroom

disruptions were not from out of control students or aggressive behavior, but that 80% of

all disruptions were from students talking to their classmates, and the remaining 20%

from students wandering around the room ("Gentle Art" 27). In trying to correct these

misbehaviors, teachers lost almost 50% of their instructional time to class disruptions

(Charles 81). Based on his research data, Jones wrote two books, Positive Classroom

Discipline and Positive Classroom Instruction to address the issue of classroom

discipline. The Positive Discipline Model has four areas of emphasis: classroom

structure, limit setting, responsibility training, and a back-up system.

Jones was a strong proponent of teachers establishing classroom routines, rules,

and seating charts to maximize the amount of instructional time in the classroom. He

identified two basic types of rules for the classroom: general rules and specific rules.

General rules describe the goals and objectives for the classroom, but they do not relate to

student behavior. Specific rules relate to routines, procedures, and practices to carry out

the daily routine of the classroom. Jones asserted the need for teachers to be proactive

rather than reactive to their approach to classroom structure. In Positive Classroom

Discipline, he stated, "If teachers make the investment in training their class to follow

their classroom rules early in the school year, or as soon as they are trained in the use of

classroom management skills, their subsequent investment in rule enforcement will be

greatly reduced" (54). Specific rules should be continually taught and reinforced

throughout the school year, and if implemented correctly, will lead to a productive class

environment (Positive 43).

Limit-setting was defined by Jones as the "subtle, gentle, yet powerful process of

enforcing classroom rules" (Positive 83). Students will test rules to determine if the

teacher will really to enforce them. Consequently, teachers must determine how they will

react when students test the limits. To remain positive and proactive, Jones suggested that

teachers not only incorporate verbal responses to student misbehavior, but also use body

language to assist in enforcing rules. Effective body language, which includes eye

contact, physical proximity, facial expressions, body carriage, and gestures, should be

implemented to convince students that the teacher remains in control, even if provoked

by misbehavior (Edwards 249). Limit-setting, also referred to by Jones as "working the

crowd," requires patterns of continual mobility throughout the class session that either

prevent or stop misbehavior before it begins (Positive 87). Limit-setting always involves

the same series of steps by the teacher. These steps are defined as follows:

1.   Step One: Having Eyes in the Back of Your Head. The first step is being

      aware of the behavior within the classroom at all times. This is also

      referred to as "withitness," based on the work of Jacob Kounin (Positive

      88).

2.   Step Two: Terminate Instruction. Jones believed that discipline should

      take precedence over other classroom activities. If a teacher notices a

      student misbehaving, the teacher should excuse herself from the student

      she is working with and immediately address the problem. Jones stated

      that immediate action is necessary because "it is impossible to read, write,

      or do arithmetic while goofing off with your neighbor" (Positive 89).

3.   Step Three: Turn, Look, and Say the Student's Name. As soon as the

      teacher has terminated instruction, turn completely around, face the

      misbehaving students, look them in the eye, and say the names of the

misbehaving students. Jones believes that this may extinguish the behavior and that no further action may be necessary. In his book, <u>Positive Classroom Discipline</u>, Jones stated, "Do not go any further with the limit-setting sequence than is required to produce the desired result (93).

4. Step Four: Moving to the Edge of the Student's Desk. This step requires the teacher to continue moving to the student's desk until his/her legs are touching the front of the student's desk. No verbal communication is made during this step; rather, the use of the teacher's proximity to the student is used (<u>Positive</u> 96).

5. Step Five: Moving Out: If the misbehavior ceases and the student returns to work, Jones advocated that the teacher should thank the student for returning to work, wait for a few minutes to ensure compliance, then slowly move away (<u>Positive</u> 96).

6. Step Six: Using Palms. Using palms refers to the teacher leaning slowly across the student's desk and placing both palms flat and on the far side of the student's desk. This action is done if the student did not notice the teacher movie in earlier, or if the behavior had not changed. Again, the teacher is not to say anything, but simply to wait for the child to respond (<u>Positive</u> 100).

7. Steps Seven and Eight: Camping Out in Front or From Behind: To ensure that the misbehavior continues to cease, Jones encouraged the teacher to linger, or stay in close proximity to the student. By remaining in close proximity to the student, the teacher can ensure that the student has

returned to work or she will be able to move back quickly to an earlier

step in limit-setting (<u>Positive</u> 113).

Responsibility training is the process of promoting cooperation in the classroom

instead of using punishment. Jones' discipline model encourages the use of cooperation

and incentives to gain positive results in the classroom. In *Positive Classroom Discipline*,

he stated, "Whereas control deals with the issue of stopping unwanted behavior,

cooperation deals with the issue of starting appropriate behavior. Cooperation means that

the students take it upon themselves to do what they are supposed to do" (144). Jones

based this rewards system on preferred activity time (PAT). PAT activities are given in

advance so that a student may either earn or lose the opportunity to earn the bonus

activity time. The teacher controls the quantity of PAT activities scheduled in the

classroom. Additional PAT activities may be earned by the class if cooperation and

responsibility warrants (<u>Positive</u> 160).

The final stage of the Jones Discipline Model is the backup system. This portion

of the system refers to actions that the teacher will take if the behavior does not improve

or if it escalates. Jones advocated that teachers create their own backup system, instead of

relying on involving the school administration in discipline. An effective backup system

would include warnings that if the behavior does not stop, more severe consequences

may occur: notifying parents, time-out, loss of privilege, or after school detention. By

controlling the backup consequences, Jones believed that teachers could maintain control

of their classrooms and provide a consistent and fair form of classroom management

(<u>Positive</u> 257).

The advantage of the Jones Positive Discipline Model is that it provides specific steps to deal with discipline and defines the role of the teacher. The weaknesses in this system include that it does not promote student participation or independence, teachers may not feel comfortable with the close physical proximity of the body language, and the PAT activities may not always be based on academic endeavors (Edwards 260).

Assertive Discipline: Lee and Marlene Canter

Assertive Discipline is a discipline model based on the fundamental position that teachers have the right to teach and students have the right to learn, and no one has the right to disrupt the learning environment (Charles 94). The Canter model promotes teacher control by clearly stating expectations for behavior and the consequences that will occur if the students choose to break the rules (Wiseman and Hunt 69). The premise for developing the Assertive Discipline Model was the concern about lack of effective discipline in the classroom and the deficiency in teacher training programs to deal with student discipline. Canter maintained that an assertive teacher is one who clearly and firmly communicates the requirements and consequences for behavior within the classroom (Charles 96).

The needs of the teacher should be the basis for establishing the rules of the classroom (Edwards 74). In Assertive Discipline, Canter and Canter clearly outlined what they believed are the rights of the teacher. These rights are as follows:

1.   The right to establish a classroom structure and routine that provides the optimal learning environment in light of your own strengths and weaknesses.

2.   The right to determine and request appropriate behaviors from the

students, which meet your needs and encourage the positive social and

educational development of the child.

3.   The right to ask for help from parents, the principal, etc., when you need

assistance with a child. (2).

Canter and Canter continued to stress the role of teachers by categorizing their

responses to misbehavior into three distinct styles identified as non-assertive, assertive,

and hostile (16). Non-assertive teachers were described as passive, possessing little

control within the classroom. Hostile teachers are at the edge of losing control of the

classroom and address students in an abusive manner. Assertive teachers have clear

expectations and consequences for student behavior (Charles 98). Canter and Canter

believed so deeply in returning control of the classroom to the teacher that the first

chapter of his book <u>Assertive Discipline</u> is titled "Power to the Teacher" (1).

The four steps needed to establish the Assertive Discipline plan are establishing

rules and expectation, tracking misbehavior, using punishments to enforce limits, and

implementing a system of positive consequences. Classroom rules should be based on the

needs of the teacher. Canter and Canter insisted that schools placed too much emphasis

on the needs of the child at the expense of the needs of the teacher. He maintained that,

"If you are going to become more assertive, you have to analyze carefully the specific

behaviors you want and need from your students" (Canter and Canter 62). By being more

assertive in the classroom, teachers will be more successful in maintaining classroom

discipline through the use of clear limits (Charles 94).

Tracking misbehavior in the Canter Model requires teachers to establish a system of recording student misbehavior in order to maintain discipline. He encouraged writing a student's name on the board and adding check marks for each subsequent infraction. Each check mark is linked to a specific consequence that is identified in the classroom rules. Marking student names on the board, along with other non-verbal communications such as using eye contact, gestures, proximity, and touches, are incorporated in Assertive Discipline Model to maintain discipline without interfering with the lesson (Wiseman and Hunt 70).

Using punishments to set limits is critical to the Assertive Discipline Model. Having consequences emphasizes the importance of following through on established rules. Canter and Canter suggested the following methods be used: time-outs, withdrawing privileges, detention, office referrals, parental assistance, and removing the student from the class (Edwards 79). Robert Morris described the use of punishment in the Canter model as a method "to ensure that undesirable behavior is suppressed" (11). The process of setting limits and establishing classroom rules should clearly define the expected student behaviors and the resulting consequences for misbehavior.

Canter and Canter did not advocate that all punishments be negative or punitive. He stated, "It is to your benefit to utilize positive assertions whenever possible to influence the child's behavior" (133). He suggested that positive reinforcements be provided. These may include notes to the parents, awards, special privileges, incentive rewards, and group rewards. Canter and Canter believed there should be a balance between positive and negative actions.

It must be noted that Canter's Assertive Discipline Model, while extremely popular in the eighties, also met with some disagreement. In 1988, Randy Hitz of the Oregon Department of Education rebutted Canter's model by saying that there are no quick fixes to the complicated problems of school discipline. Hitz believed that the method used to incorporate Assertive Discipline "forces desirable behavior through power assertion rather than developing responsible behavior in children by rooting it in ethical purposes" (25). Hitz continued his rebuttal by summarizing Canter and Canter's work as a way for adults to manage children easily, but that the outcome does not "necessarily coincide with the best interests of the children involved" (26). In another study of Assertive Discipline, "A Study of Assertive Discipline and Recommendations for Effective Classroom Management Methods," David Ellis and P.J. Karr-Kidwell found that Assertive Discipline was merely behavior modification and did not address the need to create critical thinkers or to allow students to become capable of making independent decisions (Ellis and Karr-Kidwell 9).

James Gay, University of Dayton, concluded that although Assertive Discipline offered some worthwhile suggestions, the model assumes that the teacher's rules are rational rules and that everyone conforms to the rules (Gay 174). Leonard and Patricia Davidman's review of Assertive Discipline, "Logical Assertion: A Rationale and Strategy," found that although Canter and Canter encouraged teachers to be assertive without being aggressive, their observations of teachers and an analysis of literature showed classroom environments that were cold and authoritarian (Davidman and Davidman 166).

Reality Therapy/Control Theory: Glasser Model

In 1969, William Glasser published one of the most influential books on public education, <u>Schools Without Failure</u> (Charles 112). This book incorporated the theories of his earlier work, <u>Reality Therapy: A New Approach to Psychiatry</u>, which outlined the requirements for facing reality and responsibility and learning better ways to live. <u>Schools Without Failure</u> applies Glasser's theories of Reality Therapy to the educational setting and conveys his belief that students should be held accountable for their actions, regardless of poor background. The main premise of Reality Therapy is that teachers help students make positive choices and assist them in understanding the relationship between their behavior and consequences (Cotton 10).

The focus of Reality Therapy in the classroom is to help students become more responsible for their actions, which will satisfy their need for social acceptance (Edwards 174). In Reality Therapy, "the basic needs are described as the need for love and the need for self-worth" (Glasser <u>Schools</u> 12). Reality Therapy follows five steps to assist students in accepting personal responsibility for their actions and for correction. These actions include identifying the behavior, identifying the consequences, making value judgments, creating a plan of action, and utilizing time-out.

Identifying a behavior requires students to articulate what behavior they exhibited and why it was inappropriate. While attempting to identify the misbehavior, teachers must remember that it is often difficult for people to admit wrongdoing. Students may lie, blame others, or claim that the situation was out of their control, rather than accept responsibility (Edwards 178). Glasser emphasized the need to "limit our work to what the child is doing now" and not to accept any excuses for misbehavior (<u>Schools</u> 20).

The second step is to help the students identify the consequences of their behavior. This interaction helps the students understand that their misbehavior will result in some type of consequence and that they are responsible for creating that consequence. (Charles 115). It is important to allow students to process and formulate their understanding of possible consequences. In Reality Therapy, students are given a range of consequences for their actions, and they are encouraged to change their behavior so it is consistent with more acceptable consequences (Edwards 180).

The third step requires the student to make a value judgment. Making a value judgment about their actions require students to decide if they want the consequence to occur and then to decide whether their behavior is inappropriate (Edwards 180). In Schools Without Failure, Glasser stated:

> To help a presently failing child to succeed, we must get him to make a value judgment about what he is now doing that is contributing to his failure. If he doesn't believe that what he is doing is contributing to his failure, if he believes his behavior is all right, no one can change the child now. (21)

Creating a plan requires the student to incorporate what he has gleaned from the first three steps and to develop a plan of action in order to avoid future inappropriate behavior and its consequences. This plan may be referred to as a behavior contract. The behavior contract should include clearly identified expectations, consequences if the behavior does or does not occur, and a process for monitoring the student's behavior (Wiseman and Hunt 63). If the behavior contract is ineffective, meaning that the unwanted behavior continues, the student is removed from the classroom. Over an

extended time, this removal from the group could include in-school suspension, out-of-

school suspension, or possible expulsion from school (Wiseman and Hunt 64).

The key principle of Reality Therapy is closely related to the work of Rudolf

Dreikurs and is founded on the idea that students often misbehave or are apathetic

because they feel powerless in the adult world (Wiseman and Hunt 63). Glasser held that

teachers maintain the key to good discipline. To implement this model, a teacher must

stress student responsibility, establish class rules, accept no excuses for poor behavior,

require students to value judgments about their actions, and use class meetings to discuss

and establish acceptable behavior, as well as develop behavior contracts to assist students

in understanding the consequences for their actions (Charles 113-114).

In his early work, Glasser depicted schools in a positive light and maintained that

"schools afford students the best–often the only–opportunity to associate with quality

adults who genuinely care about them" (Charles 115). In Glasser's 1986 publication,

Control Theory in the Classroom, he shifted his emphasis from blaming students for poor

classroom behavior to accusing the schools of forcing students to do boring work while

sitting and waiting (Charles 122). Glasser believed there would be fewer discipline issues

in a control theory learning-team school "where the teacher is less of a lecturer-leader and

more of a facilitator-manager" (Control 56). He believed coercion would no longer work

as a motivator for student behavior; rather, students should be led into meaningful

learning activities that reinforce their basic needs of belonging, power, fun, and freedom

(Wiseman and Hunt 183). Glasser further challenged schools to re-evaluate how schools

are operated. Glasser stated, "We will not improve our schools unless we try to offer

what we want to teach in a recognizably different form from the way we are presently

teaching" (<u>Control</u> 74). This new approach changes the dynamics of the classroom from a

teacher-centered approach to a cooperative format that includes the student in the

decision-making process.

B.F. Skinner

B.F. Skinner is known as the most influential behavioral psychologist in recent

history (Charles 34; Edwards 46). Skinner did not develop or propose a specific

discipline model; rather his work in the area of behavior modification has influenced how

educators reinforce behaviors within the school setting. Skinner believed that human

behavior could be shaped by implementing a system of reinforcement strategies (Morris

7). Based on his experimental work with animals, Skinner found that the animals worked

harder and learned more quickly if a reward was given instead of a punishment (Charles

37). In applying this theory to the classroom, Skinner found that student behavior could

be controlled through reinforcement ((Edwards 46). Skinner's behavior modification

theory is based largely on the use of rewards to reinforce the desired behavior and

provides teachers a positive way to work with students.

Specific terminology is used to identify the strategies used in behavior

modification. These terms are:

1. *Operant behavior* is the specific behavior a child exhibits.

2. *Reinforcing stimuli* is the stimuli one receives immediately after
   performing an operant behavior.

3. *Schedules of reinforcement* refer to the use of applying and removing a
   reinforcement to modify behavior.

4.   *Successive approximations* refer to the steps toward changing the

behavior.

5.   *Positive reinforcement* is providing a reward for the desired behavior.

6.   *Negative reinforcement* refers to removing something a student desires.

(Charles 36)

In the school setting, the use of rewards and punishments has evolved from

Skinner's work. The three basic steps are to reward students for exhibiting desired

behaviors, ignoring undesirable behaviors, and shaping more desirable student behavior

over time (Wiseman and Hunt 71).

Positive rewards to students may include additional recess, extra credit points,

candy, or other desired items. The premise is that a student will continue the good

behavior in order to obtain another reward (Morris 7). A schedule of reinforcement is the

frequency with which a reinforcement technique is used. This schedule can be either

continuous or intermittent. A continuous reinforcement is given each time the desired

behavior is displayed, while an intermittent reinforcement is given at previously

determined times (Edwards 52).

Negative reinforcement in the behavior modification model is implemented by

either ignoring the undesirable behavior or removing something that the student may

desire. To incorporate this strategy, the teacher would not respond to a student who is

behaving improperly; however, the teacher should call attention to the appropriate

behavior and praise the students (Edwards 49). At the elementary level, this technique of

ignoring unwanted behavior and praising appropriate actions seems to work well, but at

the secondary level, students often view those receiving the praise as teacher's pets or

favorites. (Charles 40).

Negative reinforcement, often confused as punishment, is based on extinguishing

the unwanted behavior. In Beyond Freedom and Dignity, Skinner defined punishment as

a "design[ed] to remove awkward, dangerous, and otherwise unwanted behavior from a

repertoire on the assumption that a person who has been punished is less likely to behave

in the same way again" (62). According to Skinner, negative reinforcement increases the

likelihood of changing student behavior by taking something away from the student that

they don't want. Negative reinforcement is not only the use of punishment to suppress

behavior; rather, it may be as simple as having the teacher drop a homework assignment

if there are limited classroom disruptions (Charles 36).

Rather than ignoring bad behaviors, teachers may choose to use punishment to

stop the unwanted behavior. Skinner questioned the use of punishment by asking "Will

he, if punished, behave in a different way when similar circumstances again arise?"

(Skinner 72). The difficulty of using punishment is that there is no way to predict how a

student will react. In some cases, the student may immediately stop the behavior, but in

other cases, the student may become more disruptive (Edwards 51). Behaviorists' believe

that punishment may be necessary but should be used only if a more positive approach

has not been successful (Wiseman and Hunt 72). Morris continued this discourse on the

use of punishment by stating, "Bad feelings could create a permanent communication

barrier between teacher and student and, also, create more discipline problems" (Morris

8). Maintaining a positive relationship between the teacher and the student is imperative

to improving and correcting student behavior. Teachers must consider both the long- and short-term effects of using punishment to control behavior within the classroom.

Shaping student behavior refers to "the practice of gradually changing a student's unwanted actions to more acceptable behavior over time through the use of reinforcements" (Wiseman and Hunt 72). In order to shape student behavior, the teacher must incorporate three steps to measure effective change. Wiseman and Hunt outlined these steps as:

1. The teacher must establish baseline data to determine the degree to which the behavior is occurring.

2. A schedule is developed to intervene when inappropriate behavior occurs in order to reinforce more appropriate behavior.

3. The changed behavior is measured to determine if the new behavior is different from the previous behavior. (72)

Although portions of Skinner's Behavioral Modification theory are integrated in school discipline plans, questions remain as to their effectiveness. First, do teachers really understand how to use these techniques in class, or is it simply a matter of control of student actions and thoughts by the teacher? (Charles 44). Also, the use of external rewards may cause students to perform only if a reward is given, not from being intrinsically motivated to do well (Edwards 61). As a discipline strategy, behavior modification is seen as an effective method in preventing behaviors, but it may lack effectiveness in correcting misbehavior (Charles 44).

School-wide Approaches to Discipline

As schools faced increased challenges from aggressive and violent students, many

adopted a get-tough form of discipline through zero-tolerance policies. School discipline

issues are continually in the media, reminding the public of the extreme discipline

problems that schools face on a daily basis. In the public schools' efforts to provide more

stringent discipline, research shows that they are, instead, contributing to the problem.

These issues include lack of clarity of rules, expectations, and consequences; lack of staff

support; and failure to consider individual differences (Lewis 44). On a more positive

note, since the 1990s, public schools are transitioning from punitive discipline to policies

based on prevention and early intervention. In addition, the focus for discipline strategies

is moving from the classroom to a more school-wide approach.

Effective schools have been described as having high expectations for student

achievement, relevant staff development, an effective instructional leader, strong parental

and community support, and a well-ordered educational environment (Wong and Wong

143). In "School-wide Approaches to Discipline," by Stephanie Porch, she stated that,

"An effective school-wide discipline approach is created first and foremost as a

preventive measure, one intended to ensure the safety and sense of security of students

and staff, and so create an environment conducive to learning" (1). Characteristics

commonly found in safe, well-managed schools include the following elements:

commitment by the staff to establish and maintain appropriate student behavior, school-

wide emphasis on the importance of learning, high behavioral expectations for everyone,

clear and broad-based rules, warm school climate, a visible and supportive principal,

delegation of discipline authority to teachers, and close ties with the community (Cotton

4). These findings indicate that there are specific actions and factors that can be implemented to create a positive and well-disciplined school environment.

Examples of school-wide discipline programs include the Prevention, Action, and Resolution (PAR) model, Effective Behavior Support, Positive Behavior Support plan, and the Intervention Model (Behavioral Intervention Support Team–BIST). Each model was designed to use a proactive approach to student problems in a focused and individualized approach.

PAR Model

The PAR model incorporates elements that support compliance as well as non-compliance in student behavior. The prevention (P) section is composed of an articulated mission statement, rules and expectations, parent and family involvement, and effective instructional accommodations for learners. Actions (A) consist of consequences for compliance, non-compliance, and intervention options. Resolution (R) includes strategies to resolve student issues either through counseling, instruction, or peer mediation (Porch 4). Key components for the success of this model are a unified approach by teachers, common expectations in all classes, and consistent response from all school personnel for inappropriate behavior.

Effective Behavior Support

Again, the underlying theme for this approach includes clearly defined expectations, consensus support of all staff members, and the use of intervention strategies to assist struggling students. The Effective Behavior Support (EBS) model uses five proactive steps to implement a school-wide discipline plan. These steps include:

1.   Social skills training

2.   Taking the first two days of each semester to orient new students to the

code of conduct, provide tours, and demonstrate appropriate behavior

3.   Flexible use of resources to support teacher roles

4.   Behavioral interventions for students having difficulty

5.   School-wide goals that are stated positively and have consensus support of

the staff. (Porch 5).

Positive Behavior Support System

The Positive Behavior Support (PBS) system has its foundation in the theories of

applied behavior analysis. In PBS, a focused, data-based approach is used to be proactive

in the prevention of problems before they escalate to larger issues (Safran and Oswald

361). The goal of PBS is to "apply behavioral principles in the community in order to

reduce problem behaviors and build appropriate behaviors that result in durable change

and a rich lifestyle" (Carr et al. 3). One key element to the PBS system is the school-

based collaborative approach to establish the guidelines, expectations, and consequences

for student behavior.

Intervention Model (BIST)

The Intervention Model (Behavior Intervention Support Team or BIST) was

developed by staff at the Ozanam School for Boys. The program is based on the belief

that the students who most need positive adult interactions and relationships are often the

least likely to receive them. Students who do not receive this adult support are frequently

labeled as "problem children" and often disrupt classes, defy teachers and staff, and get

into physical and verbal arguments with their peers (Condra 21).

The intervention model provides teachers with strategies for responding to students in crisis that reduce, rather than escalate the event. Overall, the model is structured to be non-punitive and emphasizes the humanistic approach to student discipline. Elements of the model include:

1. A communication system of regular meetings

2. Think sheets to provide students an opportunity to reflect on their emotions and behaviors

3. Safe places (called recovery rooms) where students in trouble can receive assistance

4. A crisis intervention team to provide support for teachers and administrators (BIST 1)

School-wide discipline approaches are becoming increasing prevalent in public schools as efforts are being made to move away from punitive discipline practices. Traditionally, schools have dealt with student misconduct by addressing each issue as it arose, usually through punitive measures. Out-of-school suspensions may discriminate against minority and low-income students, and removal from school may actually be considered a reward by some students. In-school suspensions, which provide both punitive and preventive aspects, are also criticized as being overused and lacking in academic opportunities for students (Gushee 2). As public schools strive to address the issue of student discipline, it is clear from the literature that the foundation of effective school-wide discipline policies are based on information, involvement, problem definition, flexibility, communication, and consistent enforcement (3). Effective school

discipline policies are designed to encourage responsible behavior and to provide all

students with a safe, satisfying school experience while discouraging misconduct.

<p style="text-align:center;">The Park Hill South Model</p>

The Park Hill South discipline model includes portions of each of the previously

described discipline models and philosophies associated with controlling student

behavior. The Redl/Wattenberg and Kounin models are incorporated through the

understanding of group management, the various roles of behavior that occur within a

group setting, and the influence of peer pressure on student behavior. By understanding

student conduct within the realm of group dynamics, age-appropriate incentives and

privileges were established for each grade level. The work of B.F. Skinner, William

Glasser, and Rudolf Dreikurs emphasized the processes needed to shape desired

behaviors, the impact of positive and negative consequences, and the inclusion of student

choice in student discipline. These beliefs are addressed in the Park Hill South model by

providing positive and negative consequences for student for behaviors, through the

inclusion of students in defining the incentives to be used in the program, and by

establishing a defined process for regaining privileges that may be revoked due to poor

attendance or discipline. Haim Ginott's focus on using "sane messages" is incorporated

by collaborating with all stakeholders from the school community to select the incentives

to be used. Once established, the incentives were clearly communicated to students,

teachers, and parents.

The Jones Model (Fredric H. Jones) was the first discipline model to incorporate

the use of incentives to reward and encourage good student behavior. Jones also pointed

out the need to ensure that all students were provided a genuine opportunity to earn the

incentives. By integrating a structure within the Park Hill South discipline system for

students to earn and regain incentives, the program is applicable to all students. Jones'

work was closely followed by Lee and Marlene Canter's ideas of being proactive with

discipline, setting limits, and implementing a system of positive consequences, also

attributes of the Park Hill South incentive-based discipline model.

The school-wide discipline models (PAR, Effective Behavior Support, Positive

Behavior Support , and BIST) all emphasize the need for clearly defined expectations,

providing immediate feedback for student behavior, involvement of the students in

establishing the rules and rewards, student accountability, flexibility, and consistent

reinforcement throughout the school setting. These requirements for a successful school-

wide discipline program are included in the incentive-based discipline system of Park

Hill South.

Finally, the impetus for the Park Hill South incentive-based discipline model can

be traced to the discipline program established at Adlai Stevenson High School in

Lincolnshire, Illinois. Although the Park Hill South model is unique to its school

community, the concept of rewarding students for appropriate attendance and behavior

based on the age-level of the student was founded on the Stevenson program. The Park

Hill South disciplinary system is proactive, provides clearly defined expectations,

recognizes the differences in student maturity, provides an opportunity for students to

earn more privileges as they articulate through each grade level, rewards positive

behavior, provides a structure for students to regain lost privileges, and is consistently

enforced throughout the school. By integrating the ideas and techniques of these

philosophies and programs, the Park Hill South incentive-based discipline model

provides an alternative to the traditional methods of punitive discipline currently used in public schools.

Summary

This review of literature has provided a foundation for further study on the use of the incentive-based discipline program that is used at Park Hill South High School. The literature summarizes the history of discipline in the United States, including the use of corporal punishment as the predominant form of discipline and efforts of judicial reform to change such practices. Examples of discipline models that have influenced student discipline in the classroom for the past fifty years were also reviewed (Redl and Wattenberg; Ginott; Dreikurs; Kounin; Jones; Canter and Canter; Glasser; Skinner). Finally, an overview of school-wide disciplinary approaches was examined as public schools transition from classroom-based discipline models to comprehensive, school-wide discipline programs.

While portions of these models have resulted in some positive change in student behavior, no single discipline model has been able to address all the issues involved in pupil control and misbehavior. This study revealed that there continues to be a need to identify positive alternatives to current discipline models. The current study of the implementation of an incentive-based discipline program may serve as an impetus to determine the impact of incentives on student behavior.

CHAPTER THREE

RESERCH METHODOLOGY

Introduction

Chapter Three provides a description of the research design and research

hypothesis. An explanation of the study continues with descriptions of the population and

sample, data collection procedures, treatment of data, and statistical methods used for

analysis.

Research Setting and Overview

The purpose of this case study was to examine the effects of an incentive

discipline program on12th grade students on discipline referrals for tardiness, truancy, and

the use of in-school and out-of-school suspension as a disciplinary strategy for any

behavior problem.

Prior to implementing the incentive discipline program, Park Hill South High

School followed traditional discipline methods of dispensing consequences for student

misbehavior. For example, students tardy or truant from class received either a detention

or suspension for their action. Data showed that these traditional methods of detention

and suspension were ineffective in curbing student tardiness and truancies.

During the 2002-2003 school year, Park Hill South changed from this traditional

approach of discipline to an incentive-based plan that emphasized loss of privilege, rather

than detentions and suspensions as disciplinary consequences. The incentive-based model

offered a continuum of privileges. Students in the 12th grade were provided the most

incentives. These privileges included free time during tutorial period, extended lunchtime

with preferential seating, paperless hall passes, parking privileges, and unrestricted

attendance at school functions or athletic events.

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

The review of literature did not identify any discipline model that was totally

effective in curbing student behavior. As a result, the following null hypotheses were

tested.

$H1_0$:   An incentive-based discipline program has no effect on reducing tardiness

for 12th grade students at the 0.05 level of significance.

$H2_0$:   An incentive-based discipline program has no effect on reducing truancies

for 12th grade students at the 0.05 level of significance.

$H3_0$:   An incentive-based discipline program has no effect on reducing the use

of in-school suspension for 12th grade students at the 0.05 level of

significance.

$H4_0$:   An incentive-based discipline program has no effect on reducing the use

of out-of-school suspension for 12th grade students at the 0.05 level of

significance.

<div align="center">Description of the Sample</div>

For the purpose of this study, the researcher involved six consecutive classes

(2001-2006) of 12th grade students. These classes were divided into two groups: 12th

grade students in 2001-2002 (Group 1) and 12th grade students from 2003-2006 (Group

2). Group 1, composed of 573 students, represented 12th grade students prior to the

program implementation. Group 2, consisting of 1411 students, represented 12th grade

students after the incentive discipline program was implemented.

The sample population for this study included all 12th grade students who graduated from Park Hill South High School from 2001 to 2006. Table 3 provides an overview of selected demographics of the 12th grade students. The homogeneity of the student population provided by Park Hill South reduced the need to disaggregate the data by ethnicity, students receiving special services, or students who qualify for the free/reduced lunch program. Students in these categories represent less than 14% of the total student population. Tables A1 through A5 (see Appendix A) provide a more detailed demographic review of each class. From 2001-2003, disaggregated data was not maintained in the subgroups of free and reduced lunch, limited English proficient, or students with an individual educational plan.

Table 3

Park Hill South 12th Grade Student Demographic Overview

	N	White	Black	Hispanic	IEP	FRL	CPC	Dropout
2001	262	89.6%	5.3%	1.9%	10.6%	N/R	56.8%	1.1%
2002	319	92.4%	4%	1%	9%	N/R	35.7%	1%
2003	332	91.2%	3%	2%	10.25	N/R	33.1%	1%
2004	348	89%	4.8%	2%	9.1%	4.8%	33%	1%
2005	329	87%	6%	4.5%	7.5%	7.9%	46.8%	1%
2006	402	86.8%	7.2%	2.9%	8.9%	11.6%	39%	1.4%

IEP = Individual Education Program
FRL = Free/Reduced Lunch
CPC = College Prep Certificate

Source: "Park Hill South School Accountability Report." Missouri Department of Elementary and Secondary Education. Core Data Report.

Treatment of Data

A *t* test for independent means was used to determine if the incentive-based

discipline program had an effect on tardiness, truancy, in-school and out-of-school

suspensions. The purpose of the *t* test was to determine whether the observed difference

between the means of the two groups (Group 1 and Group 2) occurred by chance or

whether a true difference was reflected (Gall, Gall, and Borg 166). The level of

significance, $p < .05$, was established for this study.

Data Collection Procedures

Prior to collecting data, the researcher obtained approval from the Baker

University Institutional Review Board and the Park Hill School District to conduct the

study. Student data was collected for the study through the Park Hill School District

student management system, called Pentamation. The Pentamation Student Management

system was put into operation in 1996 and was used throughout the span of this study.

This system has the capacity to maintain a cumulative database on attendance, discipline,

demographics, academic transcripts, and health records. Data was collected on all 12th

graders who acquired discipline referrals for tardiness and truancy and any student who

received ISS or OSS as a disciplinary consequence. To ensure confidentiality, data was

retrieved by a third-party technology specialist and all student records were reported

without pupil names or identifying student numbers.

Data Analysis

Descriptive statistical analyses were performed using SPSS software, version

14.0. Frequency, mean, and standard deviation were computed for each variable. A *t* test

for independent means was performed to determine if the implementation of the incentive

discipline program had an effect on 12th grade students in the areas of tardiness, truancy,

and the number of students assigned to ISS or OSS. If the incentive discipline program is

found to provide significant differences, it is important to determine the extent of the

effect the program has had on reducing the frequency of the variables. According to

Cohen, effect size, without intending causality, is the degree to which a phenomenon is

present within the population (9). Cohen provided an additional statistical measure

(referred to as Cohen's *d*) to calculate effect size further. Instead of using the standard

deviation from one population, Cohen's *d* uses the standard deviation of both populations

to compute effect size. Using the standard deviation of both population groups, the

statistical findings of the study are more robust and the chances of arbitrary or

meaningless results are reduced (Cohen 20). Effect size can also be interpreted in terms

of the percent of non-overlap of the treated group scores with the untreated group (Becker

2). For example, if the effect size for a case study was 0.6, then only 38.2% of the

population could be identified as affected by the study. Any remaining impact would be a

result of chance. Table 4 is the interpretation Cohen's *d* effect size, percent of population

standing, and percent of non-overlap.

Table 4

Interpretation of Cohen's *d*

Cohen's Standard	Effect Size	Percentile Standing	Percent of Non-overlap
	2.0	97.7	81.1%
	1.9	97.1	79.4%
	1.8	96.4	77.4%
	1.7	95.5	75.4%

	1.6	94.5	73.1%
	1.5	93.3	70.7%
	1.4	91.9	68.1%
	1.3	90	65.3%
	1.2	88	62.2%
	1.1	86	58.9%
	1.0	84	55.4%
	0,9	82	51.6%
LARGE	0.8	79	47.4%
	0.7	76	43.0%
	0.6	73	38.2%
MEDIUM	0.5	69	33.0%
	0.4	66	27.4%
	0.3	62	21.3%
SMALL	0.2	58	14.7%
	0.1	54	7.7%
	0.0	50	0%

Source: Cohen: <u>Statistical Power Analysis for Behavioral Science</u> (22).

Summary

The purpose of this case study was to examine the effects of an incentive discipline program on 12th grade students on discipline referrals for tardiness, truancy, and the use of in-school and out-of-school suspension as disciplinary strategies for behavior problems. The study involved six consecutive classes (2001-2006) of 12th grade students. The students were divided into two groups: 12th grade students in 2001-2002 (Group 1) represented students prior to the implementation of the program, and 12th grade students from 2003-2006 (Group 2) represented students after the incentive discipline program was implemented.

Data was collected on all 12th grade students who acquired discipline referrals for

tardiness or truancy and any student who received ISS or OSS as a disciplinary

consequence. Descriptive statistical analysis of the data was performed using SPSS

software. A *t* test for independent means was performed to determine if the

implementation of the incentive discipline program had an effect on 12th grade students in

the areas of tardiness, truancy, and the number of students assigned ISS or OSS.

Calculation for Cohen's *d* was used to determine the effect size of the study results.

Chapter Four describes the results obtained when the methodology was implemented to

test the research hypotheses.

CHAPTER FOUR

RESULTS

Chapter Four presents the results from the study in four sections, addressing each of the research questions on tardiness, truancy, in-school suspension, and out-of-school suspension.

Setting

This case study was based on the implementation of an incentive-based discipline program at Park Hill South High School. Park Hill South is located ten minutes north of Kansas City, Missouri, in southern Platte County. It opened in 1998 as the second high school in the Park Hill School District. This high school serves the communities of Riverside and Parkville and the surrounding southern Platte County area, and it has an enrollment of approximately 1500 students in grades 9-12.

During the 2002-2003 school year, Park Hill South changed from a traditional approach of discipline to an incentive-based plan that emphasized loss of privilege, rather than detentions and suspensions for disciplinary consequences. The purpose of this case study was to determine the effects of the incentive discipline program on 12th grade students on discipline referrals for tardiness, truancy, and in-school and out-of-school suspensions as disciplinary strategies for any behavior problem.

For this study, the researcher involved six consecutive classes (2001-2006) of 12th grade students. These classes were divided into two groups: 12th grade students in 2001-2002 (Group 1) and 12th grade students from 2003-2006 (Group 2). Group 1, composed of 573 students, represented 12th grade students prior to the implementation of the

incentive-based discipline program. Group 2, consisting of 1411 students, represented

12th grade students after the incentive discipline program was implemented.

Data Analysis

"Analysis means organizing and interrogating data in ways that allow researchers

to see patterns, identify themes, discover relationships, develop explanations, make

interpretations, mount critiques, or generate theories. It often involves synthesis,

evaluation, interpretation, categorization, hypothesizing, comparison, and patterns

finding" (Hatch 148). The purpose of statistical data analysis is to make inferences about

a population based on observations of a subgroup (sample) within that population. To

increase statistical power, the entire population of Park Hill South High School 12th grade

students from 2001-2006 was included in this study.

For the purpose of this study, data analysis was quantitatively based. SPSS

computer statistical software was used to perform statistical *t* tests. In addition, research

questions found to be statistically significant were evaluated using Cohen's *d* to calculate

effect size. Effect size for Cohen's *d* is the pooled standard deviation found as the root

mean square of the two standard deviations (Cohen 44). This particular calculation

provides researchers greater precision in determining the overall power of effect of the

treatment program. Dr. Lee Becker, University of Colorado at Colorado Springs,

provides an effect size calculator on the Internet at http://web.uccs.edu/lbecker/Psy590/

escalc3.htm .

Research Hypotheses

Tardiness

H1$_0$: An incentive-based discipline program has no effect on reducing tardiness for 12th grade students at the 0.05 level of significance.

Comparisons were made between Group 1 (12th graders 2001-2002) and Group 2 (12th graders 2003-2006) using a *t* test for independent samples. Table 5 summarizes the frequency data of Groups 1 and 2 in the area of tardiness. Group 1 ($n = 573$) had a mean of .64, standard deviation of 1.608 and a variance of 2.585. Group 2 (n = 1411) had a mean of .75, standard deviation of 1.814, and a variance of 3.290. The standard deviation for both groups is about the same, which means the expectation of seeing differences between the two groups is not probable.

Table 5

Tardiness Statistical Results

	N	*M*	*SD*	Var.
Group 1	573	.64	1.608	2.585
Group 2	1411	.75	1.814	3.290

The degrees of freedom ($df = 1982$) at the .05 level of significance established a critical value of 1.96 (infinity). The obtained value ($t = -.790$) did not exceed the critical value (1.96). The results of the study indicated the implementation of the incentive discipline program did not make a difference in tardiness for 12th grade students, resulting in the research null hypothesis being accepted.

Truancy

H2$_0$: An incentive-based discipline program has no effect on reducing truancy for 12th grade students at the 0.05 level of significance.

Comparisons were made between Group 1 (12th graders 2001-2002) and Group 2 (12th graders 2003-2006) using a *t* test for independent samples. Table 6 summarizes the frequency data of Groups 1 and 2 in the area of truancy. Group 1 (n = 573) had a mean of 1.85, a standard deviation of 3.989, and a variance of 15.916. Group 2 (n = 1411) had a mean of .43, a standard deviation of 1.410, and a variance of 1.988. The mean, standard deviation, and variance between Group 1 and Group 2 are substantial, increasing the probability the incentive-based discipline program made a difference in curbing truancy.

Table 6

Truancy Statistical Results

	N	*M*	*SD*	Var.
Group 1	573	1.85	3.989	15.916
Group 2	1411	.43	1.410	1.988

The degrees of freedom (*df* = 1982) at the .05 level of significance established a critical value of 1.96 (infinity). The obtained value (16.32) exceeds the critical value (1.96). Effect size calculations yielded a value of *d* = .474 with 27.4% of non-overlap between the groups. The results of the study indicated the implementation of the incentive discipline program made a difference in the area of truancy for 12th grade students, resulting in the research null hypothesis being rejected.

In-School Suspension

H3$_0$: An incentive-based discipline program has no effect on reducing in-school

suspensions for 12th grade students at the 0.05 level of significance.

Comparisons were made between Group 1 (12th graders 2001-2002) and Group 2

(12th graders 2003-2006) using a *t* test for independent samples. Table 7 summarizes the

frequency data of Groups 1 and 2 in the area of in-school suspension. Group 1 (n = 573)

had a mean of .55, a standard deviation of 1.482, and a variance of 2.195. Group 2 (n =

1411) had a mean of .72, a standard deviation of 2.090, and a variance of 4.368. The

standard deviation for both groups is nearly the same, which means the expectation of

seeing differences between the two groups is not probable.

Table 7

In-School Suspension Statistical Results

	N	*M*	*SD*	Var.
Group 1	573	.55	1.482	2.195
Group 2	1411	.72	2.090	4.368

The degrees of freedom (*df* = 1982) at the .05 level of significance established a

critical value of 1.96 (infinity). The obtained value (-.698) did not exceed the critical

value (1.96). The results of the study indicated the implementation of the incentive

discipline program did not make a difference on in-school suspensions for 12th grade

students, resulting in the research null hypothesis being accepted.

Out-of-School Suspension

H4$_0$: An incentive-based discipline program has no effect on reducing Out-of-

School Suspensions for 12th grade students at the 0.05 level of significance.

Comparisons were made between Group 1 (12th graders 2001-2002) and Group 2

(12th graders 2003-2006) using a *t* test for independent samples. Table 8 summarizes the

frequency data of Groups 1 and 2 in the area of out-of-school suspension. Group 1 (n =

573) had a mean of .22, a standard deviation of .927 and a variance of .860. Group 2 (n =

1411) had a mean of .08, a standard deviation of .436, and a variance of .190. The mean,

standard deviation and variance between Group 1 and Group 2 is substantial, increasing

the probability the incentive-based discipline program made a difference in curbing out-

of-school suspensions.

Table 8

Out-of-School Suspension Statistical Results

	N	*M*	*SD*	Var.
Group 1	573	.22	.927	.860
Group 2	1411	.08	.436	.190

The degrees of freedom (*df* = 1982) at the .05 level of significance established a

critical value of 1.96 (infinity). The obtained value (5.64) exceeds the critical value

(1.96). Effect size calculations yielded a value of *d* = .193 (small effect) with 14.7% of

non-overlap between the groups. The results of the study indicated the implementation of

the incentive discipline program made a difference on out-of-school suspensions for 12th

grade students, resulting in the research null hypothesis being rejected.

Summary

Chapter Four presented the results that were obtained from *t* tests for independent samples used to test each research hypothesis. The results were presented in tabular and narrative form. The findings of this study indicated no significant difference in tardiness and in-school suspensions for 12th grade students. However, the study indicated a significant statistical difference in the research hypothesis areas of truancy and out-of-school suspension for 12th grade students. The next chapter, Chapter Five, presents the conclusions, interpretations, implications, and recommendations that are derived from the results presented in this chapter.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

Introduction

In 2003, Park Hill South High School (Riverside, Missouri) implemented an incentive-based discipline program. The program was developed as an alternative to traditional discipline methods that use punitive measures to manage student behavior. The incentive-based discipline program was designed to reward students who have excellent attendance and a minimum of discipline referrals. Students who meet attendance and discipline standards benefit from privileges provided through the program. Students can earn free time during tutorial period, preferential seating at lunch, paperless hall passes, unrestricted parking, and access to all school activities. Students who fail to meet attendance or discipline standards face loss of privilege, which equates to being restricted from using the privileges of the program. The incentive-based discipline program emphasizes loss of privilege rather than the use of detentions or suspensions as disciplinary consequences.

This study examined the effect of the program on 12th grade students in the areas of tardiness and truancy, and the use of in-school and out-of-school suspension as a disciplinary consequence. Twelfth-grade students were selected for the study because the incentive-based discipline program affords them the opportunity to earn more privileges than students at lower grade levels are allowed. The previous chapter provided the results of the study. This chapter presents a summary of the findings, implications and recommendations for Park Hill South High School, as well as suggestions for future study.

Summary of Findings

The results of this study indicated that the incentive-based discipline program was ineffective in curbing tardiness ($t = -.790$) and the use of in-school suspension ($t = -.698$) as a disciplinary consequence. However, the program was shown to be effective in reducing truancy ($t = 16.32$) and decreased the use of out-of-school suspension ($t = 5.64$). The program produced a medium level of effectiveness in reducing student truancy ($d = .474$) and a smaller effect size in the use of out-of-school suspension ($d = .193$). Cohen's *d* was used to determine the size of the observed effect. Cohen defined effect size as small (.20), medium (.50), and large (.80) (Cohen 28). The larger the value of Cohen's *d*, the less overlap is between the two groups, which increases the likelihood that any observed differences are not a result of chance. Table 4 (Chapter 3) provides the complete effect size table used to define effect and overlap.

Implications, Conclusions, Recommendations for Park Hill South High School

The implications for Park Hill South High School are important as the institution evaluates the effectiveness of the incentive-based discipline program. Although this study was limited to four independent variables (tardiness, truancy, in-school suspension and out-of-school suspension) and one grade level (12th), the results indicated that particular areas of the program are more effective than others are in curbing student behavior. The intent of the program was to reduce tardiness and truancies and reduce the number of in-school and out-of-school suspensions by using an incentive-based discipline program rather than a traditional discipline program. A comprehensive program evaluation is recommended to determine if the program met its original intent. The scope of this study

is not sufficient to determine the overall success of the program, but additional studies are

encouraged to assist in evaluating the merits of the program.

At the time of the study, the incentive-based discipline program was entering its

seventh year of practice at Park Hill South. Many staff members and administrators

involved in the development of the program were no longer associated with Park Hill

South. In order for the incentive discipline program to continue, steps should be taken to

ensure that the Park Hill South community is aware of the program and the advantages it

offers to students.

The foundation of this program is the use of incentives (privileges) to reward

appropriate behavior and attendance. Since the inception of the program, privileges have

not changed dramatically. As student attendance and suspensions vary from year to year,

an evaluation of the privileges used to support the program must occur.

Conclusions

The results of this study indicated that the incentive-based discipline program was

ineffective in reducing tardiness and the use of in-school suspension as a disciplinary

action for 12th grade students. A possible explanation for the lack of impact in these two

areas may be due to changes in the school administrators in charge of student attendance.

During the 6-year span of the program, three different administrators were responsible for

enforcing the attendance portion of the discipline program. An example of the

fluctuations caused by these administrative changes is the substantial increase in tardiness

for 12th grade students during the 2004-2005 school year. To prevent this inconsistent

implementation of the program, one administrator should be assigned the responsibility

of student attendance. If administrative changes occur, such as retirement or a change of

employment, extensive training should be provided to the new administrator to ensure

consistency of the overall program.

A second reason for not seeing an effect in tardiness and ISS could be due to a

lack of teacher and student training about the program at the beginning of the school year.

Yearly training should be provided to review the guidelines and privileges associated

with the incentive-based discipline program. Each grade level should receive instruction

on the behavioral and academic requirements used to determine their student

identification color card level. In addition, yearly communication with parents/guardians

regarding the use of the incentive-based discipline program would assist in maintaining

support and understanding from all stakeholders.

Finally, the incentive-based program should be reviewed annually by a committee

composed of students, teachers, parents, and school administrators. This review should

evaluate student discipline data, the overall effectiveness of the program, and the

relevance of the incentives to the students. The use of incentives (privileges) is only

effective if the incentives are age-appropriate and viewed as a desirable reward by the

students.

<div align="center">Recommendations for Park Hill South</div>

School administrators need to determine if the incentive-based program is being

implemented fully by all staff members. As new staff members are hired at Park Hill

South, they should receive training on the purpose, guidelines, and expectations for

implementing the incentive-based discipline program. In addition, the privileges

associated with the various colored-coded student identification cards (platinum, gold,

purple, and red) used to support the program should be fully explained to staff members.

Without a comprehensive understanding of the card system and the privileges afforded to each grade level, staff members may be inconsistent and unpredictable in their enforcement and support of the discipline program.

Second, students should receive yearly instructions on the incentive-based discipline program and the privileges available to each grade level. This training should be led by the administrative staff to ensure that all students receive a consistent explanation of the program. Students need to understand the purpose of the program, why the privileges vary between grade levels, how loss of privilege is used as a disciplinary consequence, and the process for regaining privileges.

Finally, the program and privileges should be reviewed to determine if they continue to be relevant to the current student population. The program has been in place for several years, and during that time, no changes have been made to the privileges used as incentives for good student behavior. The incentive-based discipline program should be reviewed by all stakeholders on a yearly basis to determine if changes should be made to ensure that the program is clearly communicated to parents, students, and staff and that the incentives used to support the program are appropriate and available.

<div align="center">Summary</div>

Public school administrators continue to try a variety of discipline strategies to curb student behavior and provide a safe school climate. However, most schools continue to rely on either classroom discipline plans or the traditional use of punishments to curb undesirable student behavior. Only a limited number of schools have attempted to think outside the box and investigate the use of an alternative discipline program. As schools face increasing levels of accountability for graduation, attendance, and school safety,

alternatives to current discipline policies must be researched. The incentive-based discipline program shows promise as a disciplinary program to curb student truancy and the use of out-of-school suspension as a disciplinary consequence. Even though tardiness and in-school suspensions were found to be unaffected by the program, it is possible that results could be different under different circumstances or conditions.

As discussed in the review of literature, many educational programs have been developed to address the issue of student discipline. As with the incentive-based discipline program, some components of each of the discipline programs have been shown to be effective in some areas of student discipline, but no single program has proven to be effective for all school settings.

At the school-wide level, the incentive-based discipline program incorporates the characteristics of an orderly school. These characteristics include commitment by all stakeholders to maintain appropriate student behavior, clear communication of high expectations for student behavior, inclusion of input from all stakeholders in designing the discipline program, building relationships with students and parents, and maintaining consistency when enforcing disciplinary consequences.

As secondary school administrators consider the implementation of school-wide discipline programs, it would behoove them to consider the positive characteristics included in the incentive-based discipline program implemented at Park Hill South High School. Although the program was not effective in all areas of the study, the reduction in student truancy and the reduction of out-of-school suspensions provide ample reasons to consider using or modifying the program to meet individual school needs.

Recommendations for Further Research

As the results of this study are examined and reflection is given to the findings, recommendations can be made for further research. The following recommendations are a result of the considerations given at the completion of this study.

To provide a comprehensive evaluation of the incentive-based discipline program at Park Hill South, a study should be conducted of students in grades 9-11. Although the study indicated a positive difference in the reduction of truancy and the use of out-of-school suspension as a discipline consequence for 12th graders, data for students in grades 9-11 was not included. To evaluate the success of the program fully, all grades should be included in the study. Additionally, it is recommended that future studies be expanded to include other attendance (dropout or partial truancy), academic (reduced failure rate), or discipline factors (fighting, bullying, drug/alcohol infractions).

Other schools have visited Park Hill South to review and receive training on how to replicate the incentive discipline program for their individual school settings. A longitudinal study should be conducted of all schools that have implemented the discipline program to determine its overall effectiveness. These settings should include rural, urban, and suburban schools; schools of various enrollment levels and diverse student populations; and a mixture of public and private schools. This will allow a comprehensive evaluation to determine if the incentive-based discipline program can be successful in a variety of school settings.

Studies to determine the effectiveness of the program for various subgroups need to occur. These subgroups could include students eligible for free/reduced lunches, various ethnic groups, students receiving special education services, and English

language learners. As schools continue to face changing student demographics, high

mobility, and increased academic accountability, it is important to determine if this

privilege program has a greater impact on one subgroup over another. Such information

could be helpful to school administrators as they monitor which incentives are most

effective as student privileges. By increasing awareness of the effect the program has on

various subgroups, consideration can be given to differentiating the program to motivate

multiple groups of students.

A study of teacher and student perceptions of the program should be considered.

If teachers do not perceive the program to be valuable or effective in curbing unwanted

behavior, they are unlikely to implement or support the program fully. If students do not

perceive the incentives of the program to be desirable or attainable, they will not alter

their behavior or accept the consequences for inappropriate conduct.

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APPENDIX A

STUDENT DEMOGRAPHIC TABLES

Table A1

2001 Park Hill South 12th Grade Demographic Summary Report

	N	Black	White	Hispanic	Asian	IEP	FRL	LEP
Graduates	262	14	235	5	7	28	N/R	N/R
College Prep	149	4	136	3	6	N/R	N/R	N/R
Transfers In	14	2	15	1	0	N/R	N/R	N/R
Transfers Out	15	3	12	0	0	N/R	N/R	N/R
Students Retained	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R
Dropouts	3	0	3	0	0	N/R	N/R	N/R
Enrolled All Year	268	17	240	5	6	27	N/R	N/R

IEP = Individual Education Program
FRL = Free/Reduced Lunch
LEP = Limited English Proficiency
N/R = Not reported

Source: "Park Hill South School Accountability Report." Missouri Department of Elementary and Secondary Education. Core Data Report.

Table A2

2002 Park Hill South 12th Grade Demographic Summary Report

	N	Black	White	Hispanic	Asian	IEP	FRL	LEP
Graduates	319	13	295	4	7	29	N/R	N/R
College Prep	114	1	109	0	4	N/R	N/R	N/R
Transfers In	3	0	3	0	0	N/R	N/R	N/R
Transfers Out	6	0	6	0	0	N/R	N/R	N/R
Students Retained	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R
Dropouts	3	0	3	0	0	N/R	N/R	N/R
Enrolled All Year	318	13	294	4	7	29	N/R	N/R

IEP = Individual Education Program
FRL = Free/Reduced Lunch
LEP = Limited English Proficiency

Source: "Park Hill South School Accountability Report." Missouri Department of Elementary and Secondary Education. Core Data Report.

Table A3

2003 Park Hill South 12th Grade Demographic Summary Report

	N	Black	White	Hispanic	Asian	IEP	FRL	LEP
Graduates	332	11	303	8	10	34	N/R	N/R
College Prep	110	1	107	0	2	N/R	N/R	N/R
Transfers In	6	1	4	0	1	N/R	N/R	N/R
Transfers Out	5	0	4	0	1	N/R	N/R	N/R
Students Retained	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R
Dropouts	4	0	4	0	0	N/R	N/R	N/R
Enrolled All Year	322	10	302	8	9	34	N/R	N/R

IEP = Individual Education Program
FRL = Free/Reduced Lunch
LEP = Limited English Proficiency

Source: "Park Hill South School Accountability Report." Missouri Department of Elementary and Secondary Education. Core Data Report.

Table A4

2004 Park Hill South 12th Grade Demographic Summary Report

	N	Black	White	Hispanic	Asian	IEP	FRL	LEP
Graduates	348	17	310	10	11	32	17	7
College Prep	115	3	108	0	4	0	0	0
Transfers In	24	2	17	4	1	0	0	0
Transfers Out	18	1	13	3	1	0	0	0
Students Retained	4	0	3	1	0	0	0	0
Dropouts	5	0	5	0	0	0	0	0
Enrolled All Year	336	15	299	11	11	32	17	7

IEP = Individual Education Program
FRL = Free/Reduced Lunch
LEP = Limited English Proficiency

Source: "Park Hill South School Accountability Report." Missouri Department of Elementary and Secondary Education. Core Data Report.

Table A5

2005 Park Hill South 12th Grade Demographic Summary Report

	N	Black	White	Hispanic	Asian	IEP	FRL	LEP
Graduates	329	20	287	15	7	25	26	5
College Prep	154	3	145	3	3	1	4	0
Transfers In	31	4	23	3	1	4	7	3
Transfers Out	20	2	15	2	1	1	8	3
Students Retained	4	0	3	0	1	1	0	0
Dropouts	4	0	4	0	0	0	0	0
Enrolled All Year	329	19	289	4	7	22	9	4

IEP = Individual Education Program
FRL = Free/Reduced Lunch
LEP = Limited English Proficiency

Source: "Park Hill South School Accountability Report." Missouri Department of Elementary and Secondary Education. Core Data Report.

Table A6

2006 Park Hill South 12th Grade Demographic Summary Report

	N	Black	White	Hispanic	Asian	IEP	FRL	LEP
Graduates	402	29	349	12	12	36	47	8
College Prep	157	5	147	0	5	0	0	0
Transfers In	16	3	10	3	0	0	0	2
Transfers Out	10	0	9	1	0	1	0	0
Students Retained	3	0	3	0	0	2	0	0
Dropouts	6	1	5	0	0	0	0	0
Enrolled All Year	391	27	343	9	12	35	47	7

IEP = Individual Education Program
FRL = Free/Reduced Lunch
LEP = Limited English Proficiency

Source: "Park Hill South School Accountability Report." Missouri Department of Elementary and Secondary Education. Core Data Report.