AN ASSESSMENT OF THE EFFECTIVENESS OF ASSERTIVE DISCIPLINE APPROACH TO PUPIL BEHAVIOR AFTER IMPLEMENTATION AT TRUESDELL JUNIOR HIGH SCHOOL

By

HOWARD RAY MOORE

Bachelor of Arts
Friends University
Wichita, Kansas
1960

Master of Education
Wichita State University
Wichita, Kansas
1971

Specialist in Education
Wichita State University
Wichita, Kansas
1976

Submitted to the Faculty of the Graduate College
of the Oklahoma State University
in partial fulfillment of the requirements
for the Degree of
DOCTOR OF EDUCATION
May, 1989

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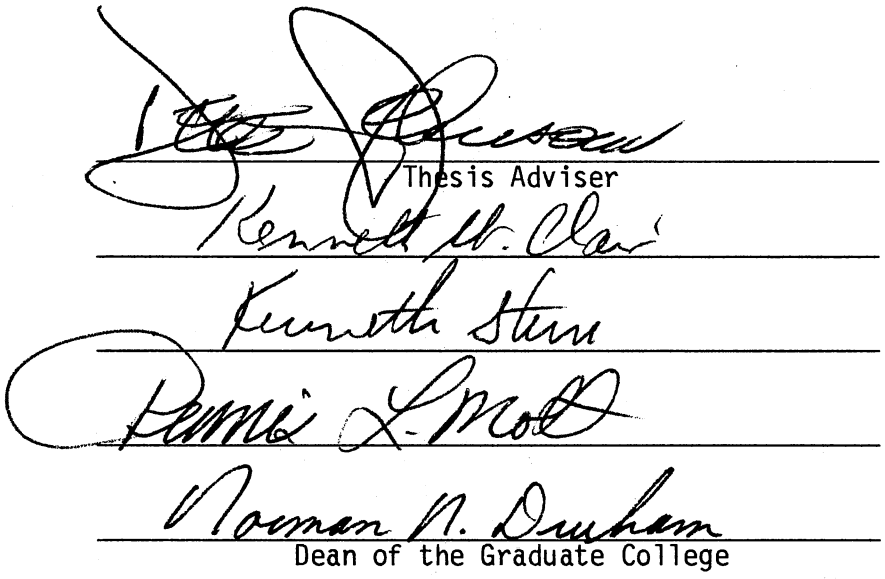
Thesis Approved:



Thesis Adviser

Dean of the Graduate College

1352138

ACKNOWLEDGMENTS

Throughout the course of this research effort, many people have been most kind and helpful to me. I would like to thank Dr. Deke Johnson, Dr. Kenneth St. Clair, Dr. Kenneth Stern, and Dr. Dennis Mott, for their willingness to serve on my committee. Special thanks go to Dr. Johnson for agreeing to act as chair of my committee and for all of his special help throughout the process. There were many times that Deke was there when I needed assistance, and he was always patiently willing to share of his time. I also wish to thank Dr. St. Clair for the frequent motivation he gave me during the entire course of my doctoral work. A special word of thanks must also go to Dr. Ralph Stutzman for his helpful words of encouragement. Credit must be given to Clyde W. Jones, Staff Supervisory Assistant to the 102nd U.S. Army Reserve Command, for his support during the dissertation process.

To my family who, for many hours and days have willingly allowed me to pursue the doctorate without words of discontent, I dedicate my future energies in an effort to prove worthy of the sacrifices they so freely and cheerfully gave.

To my blessed Lord and Savior, Jesus Christ, I can only say that without the caring by and through Him, this effort would have been in vain. My constant prayer shall be that somehow, some way, the justification for this process can be repaid by my service to Him during this lifetime.

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CHAPTER I

INTRODUCTION

Schools are often considered to have a unique atmosphere, climate, or personality. This "feel" of the school is apparent, even when a small amount of time is spent in the school. One may find a school where teachers and principal exude confidence in what they are doing. In another school, one might perceive a brooding discontent of teachers and pupils, while in a third school one may find neither joy nor despair, but simply hollow ritual (Eriksen and Fiske, 1973). However, an observer may find it extremely difficult to identify the source of the particular climate or to describe the climate in words.

The relationship between pupil and teacher is probably one of the most problematic areas with which an administrator must deal. One aspect of this relationship centers around the teacher's beliefs with respect to classroom control. Numerous variables have an influence on the teacher/pupil interaction. Among these variables are: teacher preparation, teacher age, teacher background, grade level taught, and teacher/principal relationships. A major variable affecting the teacher/pupil relationships may be the school environment. Whether or not the school environment is benign to the process of education is, primarily, a function of the people living within the school district.

Need for the Study

Canter (1979) has claimed extensive implementation of his assertive

discipline model by teachers and principals nationwide with reports of 80% reduction in behavior problems. Only two empirical studies of the effectiveness of the model were found in the review of related literature (Ersavas, 1980; Sharpe, 1980). Both studies involved elementary students and neither study was concerned with the number of disciplinary referrals to the office. The "Assertive Discipline Approach" (ADA) advocated by Canter and Canter (1976) suggested that teachers take positive steps toward good discipline in the classroom.

Purpose of the Study

Succinctly stated, the purpose of this study was to determine the effect of ADA on the number of disciplinary referrals to the office at Truesdell Junior High School. Truesdell was chosen as the experimental school because they had implemented the ADA to handling disciplinary referrals. Hamilton Junior High School was chosen as the control school because they were utilizing a traditional approach to handling disciplinary referrals. Student populations of Truesdell and Hamilton were from the same general socioeconomic areas of the city of Wichita. Both of these schools had the same curricular offerings, and had similar music and athletic programs. Students from Truesdell and Hamilton competed for city-wide honors in English, mathematics, science, and industrial arts programs with the other 15 junior high schools. The remainder of the chapter describes the research questions, selection of questionnaires, and delineation of method of answering those research questions regarding the effectiveness of ADA upon the number of disciplinary referrals to the office.

Statement of the Problem

The problem for this study was to determine the effectiveness of the ADA program at Truesdell Junior High School. Specifically, did the implementation of the ADA program reduce the number of disciplinary referrals at Truesdell Junior High School?

Limitations of the Study

The following were the limitations of this study:

1. This study considered only the teachers at Truesdell and Hamilton Junior High Schools.

2. The time of the study was limited to the 1987-88 school term.

3. Questionnaires were administered only to teachers of the two schools included in this study.

4. Disciplinary data were limited to the two schools included in this study.

5. The miscellaneous category on the tables which reflect disciplinary data were not reflected due to the characteristics of this item.

6. Fifteen junior high schools from the Wichita Public Schools were not a part of this study.

Delimitations of the Study

The delimitations of this study were as follows:

1. Information gained from the study may, or may not, reflect the situation in the other junior high schools that were not a part of this study.

2. This study did not deal with the physical structures of any school plant.

3. The researcher had no control over the return of voluntarily completed questionnaires from the teachers in the two schools.

Scope of the Study

The scope of the study was divided into two segments, as follows:

1. Measurement of the teachers' attitudes through use of the Pupil Control Inventory (PCI) (Willower, 1967).

2. Assessment of assertive discipline through use of office discipline referrals from two schools for the school year 1987-88.

Assumptions of the Study

The following assumptions were considered for this study:

1. Each teacher from the experimental and control groups had at least two years of teaching experience.

2. Each teacher had been in his/her respective buildings for at least two years.

3. A representative number of teachers of the same gender, age, and tenure were surveyed from each of the schools.

4. Sufficient time was given for teachers to complete the questionnaires, allowing for academic freedom, and displaying their attitudes toward teaching.

5. Both schools used the same methodology for determining discipline referrals.

6. Teachers implementing the assertive discipline program followed guidelines established for the school.

7. The ADA to handling disciplinary situations was consistently utilized at Truesdell Junior High School.

Research Questions

The following research questions were utilized in this study:

1. What effect did ADA have with regard to the number of office discipline referrals?

2. What effect did ADA have on classroom disruptions during the period of study?

3. What was the longitudinal effect of ADA?

4. What effect did ADA have on disobedient/disrepect during the period of the study?

5. What effect did ADA have on fighting during the period of the study?

6. What effect did ADA have on smoking/drugs during the period of the study?

7. What effect did ADA have on truancy during the period of the study?

Definition of Terms

The terms defined below, excluding "Assertive Discipline" and "Discipline," are germane to this study and improve the clarity of later text by being defined here:

Assertive Discipline: "A systematic approach to discipline based on a written code of behavior expectations and utilizing hierarchies of negative consequences and positive rewards as sanctions" (Canter, and Canter, 1976, p. 10).

Assertive Teacher:

> One who clearly and firmly communicates their wants and needs to their students, and is prepared to reinforce their words with appropriate actions. They respond in a manner which maximizes their potential to get their needs met, but in no way

> violates the best interests of the students (Canter and Canter, 1976, p. 9).

Behavior Modification: Woody (1969) contended that individuals who object to behavior modification techniques do so on one of two grounds:

> There are those who resist because they do not understand or appreciate the procedure on rational grounds. There are those who are unwilling to accept these principles because of personality factors in their own makeup. The immediate observable and durable changes in the behavior of problem students is, perhaps, the best weapon in overcoming such resistances (p. 241).

Classroom Disruptions: A disciplinary referral category characterized by talking, being out-of-seat without permission, proper materials not brought to class, not working in class, bothering others, distracting behaviors, and similar misbehaviors which disturb the educational process in the classroom. (Because of the disproportionate number of referrals for not suiting up in physical education classes, these referrals were categorized as "miscellaneous" to provide a truer picture of classroom disruptions throughout the building.)

Classroom Observation: Observation plays it proper role in research on teacher effectiveness when an attempt is made to gain insight into the nature of effective teaching. Some understanding of the nature of effective teaching would seem to be a prerequisite to effective preparations of teachers because of the clues it could afford as to what they should be taught (i.e., the repertory of behaviors an effective teacher must possess). Such an understanding would also seem to be more important in selecting candidates for teacher training, since it might suggest what personality characteristics such candidates should have. The identification of patterns of behavior which differentiate effective and ineffective teachers is still a worthwhile goal for research employing direct observations of classroom behavior (Medley and Mitzel, 1963).

Climate: The mood or personality of a school building that one senses by observing the verbal and nonverbal interactions of the school personnel: teachers, students, principals, etc.

Detention: Time designated during the students' lunch period or after school to be spent working quietly for the teacher or in the administrative detention hall from 3:10 to 3:45 p.m., Monday through Thursday. It is intended as a disciplinary measure, and is often expected to change student behavior.

Discipline: "A process by which adults inculcate values and encourage behaviors that are considered acceptable within our society" (Hyman et al., 1979, p. 51).

Disobedience/Disrespect: A disciplinary referral category covering the direct and willful noncompliance with a reasonable request by a staff member which was usually repeated several times, or talking back, derogatory language and gestures, and similar inappropriate behavior which demonstrates an obvious lack of respect for the authority figure.

Fighting: A disciplinary referral category covering physical contact made by one or more students, generally with a loss of temper or vengeful/bullying physical assault; categorization of less intense acts of physical violence was left to the discretion of the adult making the referral or to administrative discretion.

Management. Classroom management has always been one of the foremost problems for teachers (Clarizio, 1980). Azelrod (1977) stated:

> It has not been easy for us to see clearly the relationships between behavior and its causes and why we have had difficulty in devising specific procedures which have a high probability of meeting with success in dealing with classroom problems (p. xi).

Management Strategies: Kounin, Gump, and Ryan (1961) identified four interrelated clusters of management strategies that seem especially tuned to the environmental demands of the classroom:

1. 'Withitness' - Awareness of classroom events and communication of this awareness to students.

2. Overlap - The ability to handle two or more events at the same time.

3. Group Focus - The ability to involve as many students as possible in each activity.

4. Movement Management: The ability to provide pace, variety, and smooth transitions between activities. The teachers' ability to look ahead of their class activities and maintain maintain the flow of ideas as well as work activities in a logical, systematic manner (p. 26).

Miscellaneous: A "catchall" disciplinary referral category characterized by theft, cheating, profanity outside the classroom, rock throwing, repeated running in the hall, missed administrative conferences, touching the opposite sex in the wrong places, extortion, and other out-of-classroom misbehaviors not specifically falling into another category.

Order: The goal of the public school classroom is to bring about learning. The importance of the maintenance of order in the classroom setting in the attainment of this goal has been stressed by writers for many years. The beliefs teachers hold tend to dictate the way they organize and operate their classrooms and the manner in which they interact with children.

Smoking/Drugs: A disciplinary referral category for offenses involving the use of tobacco products and the use, sale, or possession of illegal drugs and paraphernalia or alcohol.

Supervision: This is the face-to-face interaction between teacher and supervisor whereby data are detailed from observation with the purpose being a joint pursuit of improvement of instruction.

Teacher: The individual(s) employed by the school system who are involved in full-time or part-time classroom teaching situations. Individuals who are teachers/principals or full-time counselors were not included in this study.

Teaching Effectiveness: Teaching effectiveness is an area of research which is concerned with relationships between characteristics of teachers, teaching acts, and their effects upon the educational outcomes of classroom teaching. Everhart (1979) concluded that students and teachers are the major actors and subsystems in the schools, and are not mutually exclusive entities but rather interact and affect each other. In his study, Everhart assumed that a fruitful understanding of life in schools for both students and teachers was possible if student and teacher perspectives on similar realities or events could be compared and contrasted.

Teacher Personal Beliefs: Perceived views of teachers which affect or influence their performance in the classroom.

Theory-Practice Dilemma: A discrepancy between what teachers say they know and believe in theory, and how they actually teach or behave in the classroom (Brown and Webb, 1968).

Truancy: A disciplinary referral category essentially for being out of class without permission, including excessive tardiness, walking out of class, not attending class while present at school, or being out of school without parental permission.

Summary and Organization of the Study

Chapter I provided the need for the study, purpose of the study, statement of the problem, scope, limitations and delimitations of the

study, substantive assumptions, and research questions. Terms used frequently in the study were defined.

In Chapter II, a review of the literature documents a pervasive concern about discipline within schools by the financial suporters, employees, and products of the educational system. This concern is placed in a time-relative perspective by tracing the evolution of discipline since colonial times and by deriving a list of major factors believed to have influenced this evolution. A discussion of the consensus and controversies surrounding prevalent aspects of discipline addressed in the literature provides the basis for a comparison and rather detailed description of the popularly promoted approaches to discipline.

Chapter III relates the methodology, background information, and design of the nature of the study. Chapter IV presents the analyses of data collected for the study. Chapter V presents the summary, conclusions, and makes recommendations in relation to those conclusions for further research.

CHAPTER II

REVIEW OF THE LITERATURE

Introduction

All working organizations, including the classroom group, have certain characteristics in common. All organizations, for example, have goals they seek to attain. They have participants who are joined together for the purpose of achieving the goal, and the activities of the organization are based on some type of control of leadership (Getzels and Thelen, 1960).

The goal of the classroom group is learning on the part of the students. Traditional and legal authority assign control of the classroom to the teacher. The teacher is also assigned the duty of motivating the students toward the goal of learning.

Investigators of teacher/pupil relationships have used various measures of working with selected observed teacher behavioral traits and the consequent behavior on the part of students. There are many personality factors that influence the pupil ideology of teachers as a significant determinant of teacher behaviors which, in turn, may influence pupil behavior.

Teacher Behavior and Motivation

Teacher behavior has a strong effect upon motivation. The teacher's responsibility for maintenance of classroom control and discipline brings

out the affective consequences of various control techniques. The teacher can be either a positive influence in developing positive attitudes towards the classroom and its primary goal of learning, or may have negative consequences toward learning.

To speak of motivation means referring to a student wanting to do something. When it is said that students are motivated, it generally means that they are, or probably will be, active toward accomplishing a task. Some teachers rely upon rewarding and punishing techniques in controlling and motivating students. However, the general warmth of atmosphere in the classroom is perhaps more important in the classroom motivation of the student (Miller and Dollard, 1941). One widely held position with respect to motivation within modern scientific psychology holds that organisms will act in such a fashion as to maximize pleasure and to minimize pain. An elaboration on this point of view is the concept of learned motivation. The theorists who are associated with this position acknowledge that while physiological tensions such as hunger and thirst are at the base of behavior, such objects as money, good grades, and approval of significant others (including teachers) can become capable of eliciting action on the part of an individual simply because they have been associated with the primarily biological tension-reducing objects such as food and drink. It can be conceptualized, for example, that a child, through constant pairing with its mother, learns to love her merely on the basis of this pairing and the reduction of certain biological needs. In other words, he "moves toward" the mother because she has acquired tension-reducing properties. Objects which take on tension-reducing properties then become capable of bringing about action on the part of an individual due to their association with primary

biological tension-reducing agents that originally satisfied tensions such as hunger and thirst.

One of the alternatives to this position on behavior is the self-actualization view of motivation (Maslow, 1954). Maslow postulated five levels of needs: (1) physiological needs, (2) safety needs, (3) belongingness and love needs, (4) esteem needs, and (5) the need for self-actualization.

Maslow (1954) organized these needs into a "hierarchy or relative prepotency." The most basic needs must be satisfied before higher needs have the power to motivate behavior. Emergence of safety needs as motivators of behavior is only achieved after satisfaction of physiological needs. A person may be generally apprehensive and act as if something unexpected will happen, or he may rigidly over-organize everything to insure predictability. Maslow indicated that inadequate satisfaction of these needs is one of the most frequent causes of maladjustment. Esteem needs are classified in two sets: (1) the desire for competence in dealing with the world; and (b) the desire for recognition, status, and importance in the eyes of others. Self-actualization needs are the highest level of needs. The self-actualizing person is not hampered by anxiety distractions, or fixations at lower levels of need, all of which supress abilities.

Combs (1962) has suggested that the person (student) who feels adequate behaves in a manner that enables him to be successful. Since he or she is open to experience and is not preoccupied with inner conflicts, the person is less defensive, can be more objective, and can see issues more clearly. The individual is able to deal more accurately and realistically with the environment. Being relatively free from threat, a

student with an adequate self-concept is able to grow and develop without excessive concern for conformity.

On the other hand, the student with an inadequate self-concept approaches life with caution. He carefully screens his experiences in order to avoid personal threat. He anticipates failure as he moves to explore uncertain ground. In studies of self-concept as a predictor of achievement and thus as an indicator of motivation, the following relationships have been found:

1. Self-concept of ability as a predictor of achievement (Haarer, 1964).

2. Self-concept as a greater motivational factor than IQ (Gay, 1966).

3. Self-concept and realistic goal setting (Cohen, 1954).

4. Self-concept as a predictor of grade point and perceived evaluations of other (Brookover, 1964).

5. Failure as a function of self (Whetstone, 1964).

A possible explanation for the effects of self-concept on academic motivation would be that the insecure, afraid, uncomfortable person is unable to enter into any search of the unknown. He is more likely to spend a disproportionate amount of time and energy toward maintaining and defending what he is rather than being able to move forward toward a self-actualization. The uncertainty of trying, and possibly failing, can bring further damage to self, and is not worth the risk. In other words, the individual (student) cannot seek out and search for answers in a world that he does not recognize as familiar if he lacks the stability of a positive self-concept.

Current knowledge about motivation would indicate that anxiety has an effect on student performance, and in most cases, academic performance

tends to deteriorate under stress. Blackham (1968, p. 9) defined anxiety as "an unconscious fear of experiencing a traumatic or psychologically painful state." He added that the excessively anxious person cannot perform his accustomed tasks adequately. In school, an excessively anxious child may be hyperactive and unable to concentrate. In general, he does not perform in ways consistent with his abilities. One researcher has concluded that mild anxiety, with a low degree of tension, causes no deterioration in learning. In fact, it may be a positive motivation influence (Symonds, 1958). (Note that for anxiety to have a positive effect, it was classified as mild.) A possible explanation for decreased learning efficiency as anxiety and stress increase is that the more anxious student may feel free to respond to the teacher, to the learning material, and to the learning situation in general. In other words, apprehensiveness in any given situation affects behavior in that situation. A certain degree of anxiety may lure the student forward in a learning task. Too much anxiety drives him away (Frymier, 1970).

The work of Lewin, Lippert, and White (1939) attempted to ascertain the effects of various forms of leadership on the individual and group behavior. This study compared the effects of: (1) authoritarian, (2) democratic, and (3) laissez-faire leadership. Anderson and Brewer (1946) investigated the effects of teachers' "dominative" and "integrative" behavior or students' classroom behaviors. Flanders (1951) experimentally produced classroom climates characterized as "learner-centered" and "teacher-centered." The results of these studies tend to support the preference for "pupil-centered" behaviors over "teacher-centered" behaviors when considering the total classroom experience. Individuals (students) working in the "pupil-centered" atmosphere showed a higher degree

of self-direction (Lewin, Lippert, and White, 1939), cooperation (Anderson and Brewer, 1939), and better emotional adjustment (Flanders, 1951).

Other investigations have focused on the influence of the teacher's method of handling misbehavior of one child upon the children who saw the event but were not themselves on target. Here again, the "pupil-centered" approach was more effective in maintaining control and motivating the students toward classroom tasks (Kounin, Gump, & Ryan, 1961).

The process by which the classroom behaviors of the teacher are linked to pupil behaviors may perhaps be schematized by the following:

> The behaviors of teachers as
> perceived by the pupils
> influence the nature and extent of:
> 1. The motivation of pupils
> 2. Communication with pupils
> 3. The classroom experience of pupils.
>
> Which may instigate pupil behaviors
> resulting in pupil change (Cogan, 1956, p. 317).

The rationale underlying the inclusion of teacher behavior as a variable in pupil change is that the manner in which pupils perceive the teacher's behavior leads to certain predictable behaviors on the part of pupils which, in turn, may lead to pupil change (Cogan, 1956).

Cogan (1956) categorized certain behaviors as inclusive or preclusive. Behavior tending to make the pupils central to the teacher's classroom decisions and to the teaching/learning experience is defined as inclusive behavior. When teachers behave in an inclusive manner, the pupils feel that their goals, abilities, and needs are taken into important account. Other words used to describe the behavior of inclusive teachers are: integrative, affiliative, and nurturant. The teacher behavior which characteristically tends to keep students on the periphery of the objectives of teaching and the social interactions of the classroom is termed as "preclusive" behavior. Preclusive behaviors tend to

make pupils feel that their needs, goals, and abilities are frequently overriden by other considerations. The preclusive teacher exhibits behaviors that may be termed "dominative," "aggressive," and "rejectant" (Cogan, 1956).

Pupil Control

Those concerned with the educational program in the public schools recognize the necessity for adequate pupil control in order to accomplish the purposes for which schools are organized and operated. Sorenson (1967) commented on this subject by saying:

> . . . schools exist for the education of children and youth. Teachers are given the responsibility for directing the learning of pupils. Without order little teaching and learning is likely to occur (p. 23).

The teacher is quite often evaluated in terms of pupil control. Although there is a wide variation in opinion as to what constitutes adequate control or discipline in the classroom and how to attain it, this variation in opinion does not seem to affect the near uniformity of opinion that unless teacher and pupils work together in harmony toward desired ends, little of value can be accomplished by them (Bond, 1952).

Saville (1971) disagreed with the opinion that harmony is necessary in order to accomplish goals, saying that conflict can ". . . stimulate thinking, rid us of complacency, guide us in utilizing our creative powers, and bring about positive and effective decision-making procedures" (p. 52). However, there is the acknowledgment that to accomplish any positive end, conflict must be guided and controlled. Without this control, conflict can become a detriment to organizational effectiveness (Saville, 1971).

A number of different terms are commonly used to describe the phenomenon known as pupil control. Such words as "discipline" and "order" most frequently appear in the literature reviewed. Richardson (1967) described this phenomenon as a

> . . . personal relationship between teacher and class, and this relationship is a network of feelings, attitudes, and expectations which bind the teacher both to his individual pupils and to his class as a whole (p. 126).

Waller (1932) saw this relationship in a strikingly different manner:

> Teacher and pupil confront each other with attitudes from the underlying hostility which can never be altogether removed. Pupils are the material in which teachers are supposed to produce results. Pupils are human beings striving to realize themselves in their own spontaneous manner, striving to produce their own results in their own way. Each of these hostile parties stands in the way of the other; in so far as the aims of either are realized, it is at the sacrifice of the aims of the other (p. 10).

Getzels and Thelen (1960) considered pupil control in terms of understandings and misunderstandings:

> When we say two role-incumbents (such as a teacher and a pupil or a teacher and several pupils in the classroom group) understand each other, we mean that their perceptions and private organization of the prescribed complementary expectations are congruent; when we say they misunderstand each other we mean that their perceptions and private organization of the prescribed complementary expectations are incongruent (p. 53).

A study by Eaton, Weathers, and Phillips (1957) pointed out another significant influence of the pupil control problem on the teacher. Here it was shown that one of the causes of teachers leaving the field of teaching was behavioral problems in the classroom.

The importance ascribed to pupil control was also underscored by Etzioni (1961) when he classified the school as a less typical normative organization in which coercion characteristically is a secondary source

of compliance. The goal associated with a coercive compliance pattern is that of maintaining order.

The orientation toward pupil control in a classroom, as described by Howard (1965), varies substantially. A normative approach is expressed in the following:

> Discipline is a major problem in virtually every school, and closely related is achievement. Basic to good classroom control, acceptable student conduct and student achievement are three F's for teachers: firmness, friendliness and fairness. Add to this consistency and preparedness and you have the ingredients for successful teaching experiences (p. 526).

Many terms are used to describe the teacher/pupil relationship, which ultimately result in a measure of control of behavior of the student by the teacher. Words most commonly used to describe this relationship are "discipline" and "order."

The literature abounds in normative writing in the form of manuals, guides, and tips about how to maintain "good" classroom control. Contemporary social scientists have come to recognize pupil control as one of the most problematic issues faced by teachers and administrators. It may be a major, if not the main, theme of the school.

Responsibilities for the pupil control role is thrust upon the teacher by the formal and informal organization. Colleagues, administrators, and pupils, while not overtly forcing the maintenance of order role upon the teacher, see it as the duty of the teacher to prevent disorder. The inability to maintain order is taken as a visible sign of incompetence.

In a study of a junior high school in Pennsylvania, it was found that the institutional theme was umistakenly that of pupil control (Willower, Eidell, and Hoy, 1967). Waller (1932) saw such a situation, which might arise from an institution's attempt to control the innate

hostility, as inevitable due to the political structure of the school, which places the teacher in a dominant role with the students occupying a subordinate position. Waller questioned whether this hostility could ever be removed. This hostility could well be the origin for conflict situations arising from the confrontation of pupil and teacher. Teachers teach 25 to 30 hours per week, meeting up to 180 students per day. The opportunities for conflict are numerous and the necessity to reduce stress is considerable. In an effort to reduce stress and conflict, the teacher will seek to find a satisfactory method of pupil control. With the importance that administrators, teachers, and pupils place on the maintenance of order, it is not surprising that teachers tend to grow custodial with experience (Roberts, 1969).

Hoy and Appleberry (1969) viewed a custodial atmosphere in schools as dysfunctional in bringing about a positive and strong commitment of students to the school. In fact, they felt that custodialism was more likely to bring about alienation.

One of the most challenging and often most baffling problems parents and teachers face is that of channeling the ceaseless activities of children into an organized pattern of self-controlled behavior. "Discipline," in its connotations of demand and punishment, of autocratic authority, went out of style about 25 years ago. But, because to teach remains the paramount purpose of teachers, and since this purpose cannot be accomplished without classroom order, "discipline" is still necessary, although it wears a new and prettier dress. We see it walking abroad as "control" (Dodge, 1974).

When is discipline good? Is it a question of domination by a teacher, of obedience to orders, of complete self-direction? How do we know when we have attained the ultimate in behavior? Good teaching, well

planned by the teacher, that leads to cooperative teacher/pupil planning, is essential. When these philosophies have been followed, is any one of them alone enough to accomplish the purpose of good discipline?

Teachers' discipline is essentially self-discipline. The young teacher who is hopeful yet fearful, ambitious yet humble, idealistic yet practical, with everything to give, with everything to lose, will find his success in proportion to his ability to know himself and to use that knowledge in personal and professional growth. Superintendents demand teachers who can control students; boards of education dismiss teachers who lack classroom control. What then, can new teachers do to deal with problems of classroom control? Teacher colleges and textbooks have some helpful general discussion of the matter, although they seldom go into details about methods. Articles in education journals may be useful, and advice from experienced teachers can provide an aid.

However, since the very same classroom problem rarely arises twice, a pat answer or case history is not of much value. Furthermore, each teacher's personality has a different impact on students; therefore, each teacher is forced to discover his own particular way of handling a problem.

Several recent surveys of what students consider as the characteristics of a good teacher list fairness as a first requisite. This sounds simple; however, fairness involves constant vigilance on the teacher's part, careful attention to consistency, faithful warning in advance, and several weeks of patient waiting while the students test and observe. Another approach is that of the "assertive discipline" advocated by Canter and Canter (1976), which leads the teacher to take positive steps towards good discipline in the classroom.

According to Larson (1974):

> . . . youth is a mirror which reflects all the blemishes of adult society. Schools today are asked to deal with increasing numbers of badly maladjusted youngsters, and there is little question but that discipline is far more difficult to administer in our secondary schools than ever before. That the school year passes with a minimum of difficulty reflects, in large part, the skill and dedication of teachers, counselors, and administrators. School successes receive little publicity, however, and every medium of communication highlights our failures (p. 26).

Peckenpaugh (1958) stated:

> I've been told that more teachers leave the profession because they cannot, or fear they cannot, maintain discipline than for any other reason. This seems particularly unfortunate in view of the fact that few students, proportionately, cause disciplinary problems (p. 56).

Peckenpaugh (1958) further stated:

> All teachers have to deal with difficult students and there are no set formulas for handling them. Teachers should avoid the development of behavior problems by practicing preventive discipline. No one thing does so much to keep students on good behavior, especially in the higher grades, as does an atmosphere of work and study in the classroom. All students know that they are in the classroom to learn. A businesslike classroom need not be a humorless one. Teachers should keep their sense of humor at all times, and tell a funny story now and then. Teachers can be human without being familiar or allowing students to become familiar with them (p. 57).

> The theory of reinforcement learning holds that both desirable and undesirable behavior are learned or unlearned by the same process. Efforts to modify behavior follow two major paths: (a) developing, accelerating, or maintaining desirable behaviors, and (b) weakening, decelerating, or eliminating undesirable behaviors (p. 57).

Brown and Webb (1968) pointed out that undesirable behaviors may be reduced or eliminated through the use of such consequences as: positive reinforcement (reward) for the nonoccurrence of the undesirable behavior; negative reinforcement (e.g., punishment or isolation) for the occurrence of the undesirable behavior; or no reinforcement of any kind for the occurrence of the undesirable behavior (e.g., complete ignoring of such behavior).

In their relations with pupils, teachers should be firm, fair, and friendly. Teachers need to take firm positions on many things, but before they do they must determine what they individually stand for or against and what that stand implies. Firmness does not imply rigid domination of children, nor does it require snarling and growling at them to cow them into submission. Authoritarianism breeds resentment; taking a "do this or else" position can be exactly the wrong thing for a teacher to do.

Education in 1988

Today's "Great School Debate" began after the publication in April, 1983, of A Nation at Risk, the report of the National Commission on Excellence in Education (NCEE), which was appointed by T. H. Bell, the Secretary of Education. The Commission made headlines with its highly dramatic assertion that American education was threatened by a "rising tide of mediocrity" (p. 16). The report went on to declare:

> If an unfriendly foreign power attempted to impose on America the mediocre educational performance that exists today, we might well have viewed it as an act of war. As it stands, we have allowed this to happen to ourselves. . . . We have, in effect, been committing an act of unthinking, unilateral, educational disarmament (p. 16).

> The months following the issuance of A Nation at Risk (1983) saw a plethora of reports by commissions, committees, and task forces set up by virtually every party-at-interest, including a number that had not been evincing much interest in the schools before (p. 17).

In A Place Called School, Goodlad (1984) discussed the patterns of a classroom. No matter how we approach the classroom in an effort to describe and understand what goes on, the teacher comes through as coach, quarterback, referee, and even rulemaker. But, there the analogy must stop because there is no team. There is, instead, a losely knit group.

Each student/player plays the same position, with varying degrees of skill.

Goodlad (1984) further stated:

> The most successful classrooms may be those in which teachers succeed in creating commonly shared goals and individuals cooperate in ensuring each person's success in achieving them. The ultimate criterion becomes group accomplishment of individual progress. But this would be countervailing to prevailing practice, at least as revealed by our data (p. 135).

Too often, school discipline is interpreted as a punitive procedure and appropriate school behavior is interpreted as conforming behavior. Despite the fact that Gallup polls indicate that the general public, as well as professional educators, see discipline as the most important problem facing the schools, surprisingly little research has been published in the field of school discipline, especially the ADA. When articles are written on school discipline, they are often of the cookbook variety. It is difficult to imagine a legitimate cookbook in the complex area of school discipline; such articles can do no more than help teachers become behavioral technicians. Certainly, behavior management is important, but more important than the management of behavior is the determination of which behaviors should be encouraged, which behaviors should be discouraged, and which behaviors should simply be tolerated (Gagne, 1982).

Earlier reports of the Committee on Criteria of Teacher Effectiveness (1953) presented a conceptual framework for planning studies in the area of teacher effectiveness. The following are the main ideas of the first report:

The study assumed the possibility of different patterns of effectiveness for different kinds of teachers, pupil, educational programs, or situations. The ultimate criteria of teacher effectiveness are posited

to be in terms of changes in pupil behavior, changes in the operation of the school, or changes in the community in its relation to the school. The problem of predicting teacher effectiveness is one of predicting that a teacher will produce certain changes in pupil behavior. The planning of studies and the treatment and interpretation of data must take into account intervening variables. Research on teacher effectiveness requires measurement of teacher behaviors and characteristics, of the effects of teachers, and of the intervening variables. The realization of a sound basis for programs of teacher selection, training, and supervision depends on the kinds of research designed to test the hypotheses which have been set up. A variety of research strategies is desirable--some deriving from close contact with classroom situations and other direct teacher-pupil contacts, the observation of them, and careful analysis of data obtained in classroom situations.

Teacher effectiveness has generally assumed to depend on one or more pattern or dimension, which held true regardless of the kind of person the teacher was, the kinds of pupils affected, the nature of the educational program, the kind of school administration and supervision, or the kind of environment of which the pupils were a part. Determining the effectiveness of teachers consists of finding the effects of teachers on pupils.

A host of research has been generated regarding the ramifications of organizational climate as it relates to the improvements in the learning environment. At the same time, much has been developed with regard to the concern for the effective use of disciplinary techniques. At this point, it seems appropriate to pose a question which would address the relationship (and importance of such a relationship) between these two areas of educational research. In short, does a relationship exist

between the perceived climate of the school organization and the perceived manner by which the principal interacts with teachers and staff?

Sergiovanni and Starrat (1983) stated that climate is a necessary link between organizational structure and teacher attitude, and teacher attitude and personal/professional behavior. They added that supervisors are interested because of the link that exists between leadership assumptions, characteristics and behaviors, and school climate.

The role of the principal tends to shape the school's climate. Halpin and Croft (1963) found that it was the behavior (the extent to which the principal was seen as aloof, a hard worker, a close supervisor, a considerate person) of the school principal which, in large measure, determines the climate of the school. George and Bishop (1971) found that formal structural characteristics of the schools they studied influenced how teachers perceived their respective school's climate. The role of the supervisor and the climate of the school environment has been shown to be linked to leader behavior, teacher job satisfaction, and teacher job performance. Additionally, Litwin and Stringer (1968), in a more direct investigation of leader behavior and organizational climate, found that by stimulating three distinct organizations by varying the leadership characteristics in each, three distinct organizational climate patterns were observed.

Cogan (1973) has made the clinical supervision distinction and has cited two specific purposes of this form of supervisory technique: first, developing an in-class system of supervision that will lead to significant improvement in the teacher's classroom performance; and second, to establish in-class supervision as a necessary complement to out-of-class, or general, supervision. Canter and Canter (1976) stated that a positive approach to discipline is yet another method of looking at the

instructional process. Goldhammer (1969) spoke of "face-to-face" relationships between supervisor and teachers which specifically implied close-up supervision. Sergiovanni and Starrat (1983) suggested that a one-on-one correspondence exists between improving classroom instruction and increasing professional growth, and for that reason, the concepts of clinical supervision and staff development are inseparable activities.

At the same time, staff development has been directly linked to the mood or morale of the organization or the climate in the organization. Halpin (1957), in discussing the climate of the school, suggested that faculty members are affected by the organizational climate of their respective buildings. This affective concept, which Halpin and Croft (1963, p. 43) referred to as "the personality or individuality of the school," is that feeling or mood which permeates the atmosphere of the educational environment and affects the behavior of the staff members as well as other participants in the environment. It is this "individuality" that we are concerned with in terms of the nature or characteristics being acted upon and determined by supervisory behaviors. Inquiry into organizational climate has been conducted on the basis of determining whether certain kinds of climates were found in schools with principals or supervisors having certain kinds of behavioral characteristics (Halpin, 1957).

Summary

In Chapter II, the literature was examined with regard to classroom behavior of students and the school setting. The next chapter provides a description of the population under consideration, the sample studied, the instrument used, the procedures followed in data collection, and the coding and organization of data collected.

CHAPTER III

RESEARCH METHODOLOGY

Introduction

There were two schools involved in this study--an experimental school and a control school. Truesdell Junior High School was chosen as the experimental school since they had implemented the ADA for handling disciplinary referrals. Hamilton Junior High School was chosen as the control school because of the close proximity between Hamilton and Truesdell; also, they were using a traditional method of handling disciplinary referrals.

Research Methodology

The purpose of this chapter was to describe the schools and population under consideration, the instrument used, the procedures followed in data collection, and the coding and organization of data collected. A summary of this information is located at the end of the chapter.

The first part of this chapter describes Truesdell Junior High School and its problem concerning discipline. The high number of disciplinary referrals during the school years 1978 through 1981 indicated that something was lacking at Truesdell and a different manner of handling discipline was needed.

Background Information Regarding Truesdell Junior High School

Truesdell Junior High School was opened in 1956. The school site is located on 26 acres in the southwestern area of the city of Wichita, Kansas. When Truesdell opened, it shared these 26 acres with a grade school. The southwestern area of the city of Wichita was growing rapidly and the school district needed to build a larger grade school to house the ever-increasing student population. During this period of intensive growth, a new housing area was constructed for the many new factory workers moving to Wichita for employment with the manufacturing industry. There were new low-cost housing projects being constructed in four areas of Wichita at this same time. One of these housing developments was located within Truesdell's school boundary. There were over 100 minority students walking to school from this area.

A new grade school was built across the street from Truesdell. Upon completion of this new school, additional construction was completed, joining Truesdell with the former grade school building. The sudden increase in student population also made it necessary to erect eight portable annexes on the school site.

During the early years, Truesdell grew in size from 900 students to an all-time high of over 2,200. A federal court ruling mandated that a cross-busing plan be implemented within the Wichita Public Schools to achieve racial integration.

Student unrest at the high schools in Wichita overflowed to the junior highs and tarnished the spring term of 1972 with a racial riot. The Secondary Education Department made administrative changes at

Truesdell prior to the fall of 1972 that added an additional assistant principal and four security personnel.

In the fall of 1972, the beginning of school found tensions among students to be very high. There were many fights and general disobedience to school personnel by students during the year. Truesdell experienced 179 and one-half days of school without a major incident. Then there was a half-day of school without calm, one morning in late May of 1973. After an all-school fun night at a local amusement park, a group of students arrived at school apparently intent upon not going to class and causing general havoc (VanMeter, 1977).

In the fall of 1973, Truesdell again experienced student unrest. This particular problem ended with only minor disruption. The two apparent leaders of this unrest were removed from school through administrative hearings. One student was expelled from school; the other student's special transfer was revoked.

With the summer of 1974, a newly appointed principal advised the school board to reduce the student population at Truesdell. Those changes brought about reductions of the student population by moving 150 ninth grade students to South High School, and by changing the school's boundary, which caused another 200 students to attend a different junior high school (Morton, 1987).

In the 1981-82 school year, Truesdell was still the largest junior high school in the state of Kansas, with an enrollment of 1,218. Truesdell served the seventh, eighth, and ninth grades, with students predominatly from families of middle and lower socioeconomic status in southwestern Wichita, Kansas, a city of 280,000.

Approximately 200 minority students from families of primarily lower socioeconomic status in the northeast area of the city were bused to

Truesdell. There were over 100 minority students that walked to school from the low-cost housing project area. The total minority percentage was 25.45%. The percentages of male and female students were within two percentage points of each other. Three grade-level centers had been established during the previous two school years with an assistant principal in charge of discipline, attendance, enrollment, and other matters involving students of each particular grade level. Each assistant principal was supported by a counselor and secretary.

Truesdell averaged approximately three recorded disciplinary referrals to the office for each student during the two previous school years: 3,663 referrals in 1979-80, and 3,646 referrals in 1980-81. These referrals, as were those occurring during the 1981-82 school year, were for both in-and-out-of classroom behaviors. Office disciplinary referrals were filed by bus drivers, center secretaries, and instructional aides, in addition to those filed by the 85 certified teachers. There were many students that received zero disciplinary referrals, while some received as many as 75. It should be noted that not all disciplinary behaviors handled by or referred to the administrators resulted in a recorded disciplinary referral. Consequently, the above figures were representative of the status of disciplinary referrals at Truesdell during the two previous years (Morton, 1987).

These excessive numbers of disciplinary referrals served to reinforce an image acquired by Truesdell during the early 1970's.

> Racial tensions smoldered all through 1971, 1972, and 1973 in the secondary schools. . . . A particularly disruptive confrontation involving one hundred students took place at Truesdell on March 8, 1972. After the police restored order, a riled Wichita Police Chief, Floyd Hannon, spoke before three specially called assemblies of seventh, eighth, and ninth graders. He told students that schools would remain open, disturbances would cease. '. . . I can't afford the luxury of sending forty or fifty officers down here every morning and leaving the

> rest of the city without police protection.' The next day thirty police officers patrolled Truesdell's halls and grounds (VanMeter, 1977, p. 385).

The early 1970's image no longer reflects the school's current climate, students' attitudes, or status of discipline, but is rejuvenated in the public's mind with every publicized incident at the school, discipline contacts with parents, and their students' recounting of behaviors witnessed or rumored at Truesdell. Over the past several years, a few parents of incoming seventh graders have requested transfers to other schools without coming to observe in the building. A few others have contacted administrators and/or picked their seventh graders up for the day when they called home about rumors of a forthcoming riot, generally initiated by students in the upper classes. This "seventh grade student/parent fear episode" generally has occurred only once during the early part of each year and with decreasing intensity. The rumors proved to be unfounded, with no similar concerns expressed by those in the upper classes or their parents, who were familiar with the current Truesdell (Morton, 1987).

Background Information Regarding Hamilton Junior High School

Hamilton Junior High School was opened in the late 1920's. The school is located south of the core business district of the city of Wichita, Kansas. Hamilton was selected for the control school for several reasons: Hamilton's boundary is adjacent to Truesdell's, both schools serve the same type of student populations, and permission from the principal was obtained to use Hamilton teachers and disciplinary methods in this study. Hamilton's enrollment has ranged from between 450 to 675 over the past 10 years. The students that attend Hamilton arrive

at school in varying means of transportation. Many walk to school, others are involved in carpools, and some students ride school buses provided by the school district (Haught, 1987).

Research Design

The research design was divided into a two-step process. One step was the identification of an experimental and a control school. The second step was the collection of data relating to discipline referrals. This research was to determine whether using the ADA would indicate any decrease in the number of disciplinary referrals of students at Truesdell Junior High School. A number of research questions were developed to assess the effectiveness of the ADA program.

In order to get the study underway, the decision was made to utilize Truesdell as an experimental school to study the impact of the use of the ADA. Further, an effort was made to identify a control school that would closely mirror Truesdell. Hamilton Junior High School was identified as the control school for this study for the following reasons: the close proximity of Hamilton to Truesdell, and the same socioeconomic areas of the student populations. The Truesdell and Hamilton schools provided the same areas of curricular offerings, served the same grade levels, and provided similar music and sports programs. Students from both schools competed for city-wide honors in English, mathematics, science, and industrial arts programs. The facilities of both schools were typical in school construction.

To test the research questions, interviews were conducted with the principals and assistant principals at both Truesdell and Hamilton Junior High Schools during the data collection process. These interviews involved obtaining the discipline referrals and historical data collected

and maintained in the offices of both schools for the year of the study. These data were then compared for like categories of referrals, and after comparisons were completed, an analysis was completed for both schools.

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Experimental Group

This study involved assessing the perceptions of secondary classroom teachers, support/staff, and administrators assigned to Truesdell and Hamilton Junior High Schools. Geographically, the experimental group focused on Truesdell Junior High School, a secondary school in the Wichita Public School System, USD #259, Wichita, Kansas, and another secondary school, Hamilton Junior High School, also located in the Wichita Public School System, which was used as the control school.

Comparisons of the Experimental and Control Schools

For this research, the experimental school under study was the teaching staff of Truesdell Junior High School. At the start of this study, the group consisted of the 73 secondary teachers at Truesdell during the 1987-88 school year. Its enrollment was 1,245 in 1980-81 and 1,150 in 1987-88.

Hamilton Junior High School, with its 38 teachers, served as the control school. Its enrollment has ranged from 450 in 1986-87 to 440 in

1987-88. The principal tenure has ranged from four years to two years in the experimental school, while the principal tenure of the control school was five years.

Several considerations were addressed in the limiting of this study to two secondary schools inclusively. First, the researcher's experience in teaching and administration was at the secondary level, particularly at both of these schools. Second, predominance of usage of the instrument selected was at the secondary level. Secondary supervision responsibilities tend to be delegated to positions other than that of the principal (such as assistant principal or department head). Third, much of the past organizational climate research has been conducted at the secondary level. Fourth, few studies of the ADA to handling discipline problems in a secondary school setting can be found in the literature; there are none regarding disciplinary referrals.

An arbitrary boundary for the experimental school seemed to be justified, since permission to complete the study was limited to that particular school. The use of Hamilton Junior High School as the control school was helpful to the study for basis of comparison. The total school population of the city of Wichita at the time of the study was over 44,000 students. The sample and control groups were found to contain teachers who were representative of differing age groups, years of teaching, gender, and educational backgrounds.

Procedure

Careful consideration was given to the timing of the study. The school calendar is generally full of activities. Consideration was given to holidays, seasonal extracurricular activities, and year-end activities such as closing out the year and achievement testing, which typically

occur in late October and in April. All factors considered, it was decided that February-April would be a period of the year which would be least active in terms of the teachers' schedules.

Early in the school year of 1984-85, written permission from the Division of Research, Wichita Public Schools (USD #259), was obtained to conduct the study (Appendix C). In February, 1985, the school principals were contacted by telephone and in person to solicit their cooperation and involvement in the study. In the fall of 1987, the school principals were contacted in person to solicit their continued cooperation for the study. The previous principal of the sample school was also contacted for his permission to complete the study in early April, 1988, the study instruments were delivered to the school. The instrument contained a letter explaining the purpose of the study and instructions for completion and processing of the questionnaires. Teachers were given the questionnaires and allowed one week to respond. All questionnaires were completed anonymously to insure that participants of the study would share honest opinions. The questionnaire appears in Appendix B.

Process

The process was to collect and analyze the disciplinary referrals to the office, both before and after the implementation of the ADA program at Truesdell Junior High School, and to gather like information from Hamilton Junior High School, and to analyze the discipline referrals for each school year. The effect of the ADA, if any, on the total number of referrals within designated categories of disciplinary action referrals was determined. To facilitate comparisons, official enrollment data were used to obtain a common denominator of the student populations of the two schools. This common denominator produced a factor which gave

flexibility flexibility to the researcher in making comparisons. The obtained factor was used with each of the individual discipline categories, by school year.

Instrument

As a further test of similarities, the teaching staffs at both schools were provided an instrument to complete. This instrument measured teachers' attitudes through use of the PCI (Willower, Eidell, and Hoy, 1967). Table I (Pupil Control Inventory, PCI) reflects data discovered utilizing a t-test. Further information regarding the PCI Form, Reliability, and Validity are found in Appendix D.

TABLE I

PUPIL CONTROL INVENTORY (PCI) t-TEST

	Control (N=24)	Sample (N=50)
SS	73.50	151.70
MS	3.06	3.03
N	24.00	50.00
SD	.73	.56
SQDSS	5402.25	23012.89
t-Test	1.66*	

*A significant t would equal 2.101 at the .05 level.

The results of using the PCI (Table I, page 37) indicated comparisons between the experimental and the control schools, using a t-test. From Bruining and Kutz (1968), it can be determined that the t-value at the .05 level for 18 df is equal to 2.101. Since the t-value found is 1.660, it was concluded that there was no significant difference between the experimental and control schools' teachers using the PCI (Willower, 1967).

In an effort to respond to the excessive number of office disciplinary referrals, the lingering negative image acquired by Truesdell, and the prevalent concern about discipline among many segments of the general population, Truesdell implemented Canter and Canter's (1976) assertive discipline model during the 1981-82 school year. A rather detailed explanation of the model, its development, and its implementation at Truesdell is provided in the following three sections. A detailed description of Truesdell's implementation of assertive discipline was undertaken to provide a resource for persons interested in school discipline and in implementing this or any other school discipline approach.

Truesdell Junior High School's ADA Program

Development of the Program

Development of the ADA program at Truesdell Junior High School was the result of teacher initiation and peer motivation with the necessary support provided by the school and district level administrators. All inservice training was provided by two of the school district's trained teachers currently assigned to the Wichita Public School System's Murdock Teacher Center.

In early 1981, the principal became aware of the ADA program through a Murdock flyer. He also discovered that a teacher on the inservice committee had some familiarity with the program. With some discussion of the program, the voluntary members of this committee elected to include a brief presentation about assertive discipline on the list of the February inservice activities. It was offered among a smorgasbord of activities from which the teachers were allowed to select. Inservice training in assertive discipline was requested as a result of this presentation. Because of the number of teachers involved, Murdock provided the training at the building shortly after the end of the school day. By the end of the first semester, it was assumed that the teachers would have gained familiarity and expertise with the system and that the students would be responding to the system versus testing it. The comparison of the 1980-81 second semester with the 1981-82 second semester was thus seen as representing the more enduring effect of assertive discipline. Five sessions spread over five weeks were voluntarily attended by an average of 25 of the 70 Truesdell teachers, the principal, and one of the three assistant principals. Each session consisted of: (1) viewing a training film produced and narrated by Lee Canter, (2) discussing the principles involved in the film and handouts, and (3) explaining the completion of the ADA plan forms.

Enthralled with the potential impact that the implementation of assertive discipline on a schoolwide basis could have on their school, the trained teachers insisted that the remaining teachers receive training also. The principal, although also impressed, declined suggestions that assertive discipline be implemented schoolwide by administrative edict. However, he did successfully procure an additional inservice day in late April through the district level administration for the training

of the remaining teachers and for a vote on the schoolwide implementation of the program.

All five training films and their accompanying instructions were scheduled throughout the morning inservice session. The untrained teachers and, when appropriate, those who had missed some sessions, attended the training activities. Those teachers not involved in the training activities met as a group to discuss schoolwide expectations/rules to lay the groundwork for the afternoon session. Because of the merits of assertive discipline, peer motivation, and minimal peer pressure, a positive vote had been assumed and was overwhelmingly obtained. That afternoon was spent arriving at a faculty consensus on 12 schoolwide general expectations. These expectations were printed in the student handbook, with their accompanying consequences. Committees were appointed to develop the behavior expectations and consequences of the schoolwide area plans for the cafeteria, school yard, hallways, restrooms, and assemblies.

All schoolwide expectations and consequences were written in their final form and agreed upon during subsequent faculty meetings. The majority of debate was centered on the students' use of candy items in the building and the consequences of what were labeled the "severe offenses" --fighting and drug involvement (possession and paraphernalia, use, sale, being high). Possession of any kind of weapon and defiance of authority could also be treated as severe offenses, depending on the situation. No candy items were allowed, with the exception of cough drops and gum at the individual teacher's discretion. Any drug-related offenses required a recommendation for expulsion from Truesdell. Fighting was to result in an automatic three-day suspension with the first fight. The second fight would be an automatic five-day suspension, and a recommendation for

expulsion occurred on the third incident of fighting during the same school year. Parent conferences were required before the student was allowed to re-enter school. Both students participating in a fight were to be suspended with respect to their own total number of fighting incidents, regardless of how or who started the fight. This "no discretion" policy might seem harsh; however, it was effective. Being tardy to class caused an automatic consequence of an after-school administrative detention.

Department meetings were held with at least one administrator present to help organize acceptable individual classroom plans supporting the 12 schoolwide expectations and to promote consistency within the department (or at least direction from the department coordinator). All plans, at administrative insistence, included a parent contact prior to an office referral, excepting a referral under the severe clause. All parts of each teacher's plan were reviewed and agreed to by each of the four administrators prior to the plan being signed and accepted. All plans were completed by the last day of school, including plans for behavior in the offices. A plan for behavior in the In-School Suspension Room was completed in the fall with the assigned supervising teachers. The plans were typed, copied, and placed in packets so that the teachers could issue copies of their plans to every student in their classes at their first meeting. A listing of the 12 schoolwide expectations were included with the August newsletter. The newsletter also informed parents to expect copies of teachers' individual classroom plans to be brought home by their students at the conclusion of the first day of school. Each administrator was issued a copy of every plan to facilitate its implementation.

Two new teachers received training in August prior to the beginning of school, along with the new eighth grade center secretary. The teachers had their plans accepted and copied for distribution. The secretary concurred with the universal plan developed by all of the office secretaries and administrators for office behavior prior to school's close. Another new teacher employed at the end of the first semester followed a similar process.

All teachers viewed Canter's new sixth training film during the 1981-82 school year. The film offered nothing new, but did demonstrate the application of assertive discipline with secondary students. Most of the discussion following the film was centered around individual teachers' situations and questions concerning their own implementation of assertive discipline.

Implementation of ADA Program

Administrators and parents often judge a teacher's success or failure in terms of his ability to maintain proper disciplinary control. This perception encourages the assertive discipline approach to handling classroom discipline. The question seems to be: "Does the ADA make any significant difference in the classroom environment as determined by the number of office referrals?" The ADA to handling discipline problems was implemented at Truesdell Junior High School in Wichita, Kansas, in the fall of 1981.

Implementation of the ADA at Truesdell Junior High School began after completion of assertion training by all staff members. The assertion training program is one that has evolved from social learning theory research. The assertion training skills taught were developed by professionals who had conducted extensive research in the area of interpersonal

communication (Morton, 1987). Among the skill factors identified by Canter and Canter (1976) were an individual's ability to:

(1) Identify wants and feelings in interpersonal situations (p 30).

(2) Verbalize wants and feelings, both positive, 'I like that'; and negative, 'I don't like that' (p. 32).

(3) Persist in stating wants and feelings (p. 33).

(4) Verbalize in a firm tone of voice (p. 37)

(5) Maintain eye contact when speaking (p. 42).

(6) Reinforce verbal statements with congruent non-verbal gestures (p. 43).

The cornerstone of assertive discipline is the potential positive influence a teacher can have on the behavior of his students. Hand in hand with this influence goes responsibility. When a teacher accepts the consequences of his potential influence, he is accepting the responsibility to choose, or not to choose, to utilize this potential for the best interest of himself and his students. An assertive teacher recognizes the responsibility he has to himself and his students.

In this study, "assertive discipline" will be viewed as a systematic approach to discipline that enables teachers to set firm, consistent limits for students, at the same time keeping in mind each student's need for warmth and positive support. The systematic approach used in this study was that of Canter and Canter (1976). This approach guides teachers in meeting their educational and personal needs within the classroom, while respecting their individual teaching styles, strengths, and weaknesses. It also emphasizes meeting the child's learning needs for clearly established limits and positive support (Canter and Canter, 1976).

All ADA plans were distributed and explained to the students during their first day of classes. Most of these plans employed detentions as consequences for misbehavior, and all plans included a parent contact prior to the final consequence of a disciplinary referral to the office. Several changes in the consequences of not observing schoolwide expectations were made as a result of new or increased availability of disciplinary measures. There was an instance where severity of the consequence had to be increased to be effective. Most of the standardized disciplinary procedures and limits set on the number of times that certain disciplinary measures could be employed were effective for the vast majority of students. However, allowances for some individual latitude for both teachers and administrators proved to be necessary. Teacher and administrator satisfaction with the originally developed and refined ADA program resulted in only a few minor changes for the next year.

Distribution and Explanation of ADA Plans

The 12 schoolwide expectations were mailed home, and students were expected to hand-carry their individual classroom plans home. Most teachers also posted the schoolwide area plans and their own plans in their classrooms. The expectations and consequences necessary to implement the ADA philosophy of insuring the teachers' right to teach and the right of every student to learn were non-negotiable. Though positive consequences acceptable to the teacher had already been stated, there was a greater latitude for the students to negotiate acceptable positive consequences which they felt to be most reinforcing. More positive classroom climate, granting of free time, parties, and field trips were the commonly utilized positive consequences. On a schoolwide basis, an office policy was renewed from the prior school year.

Not all teachers consistently employed their plans on a regular or daily basis. One teacher in particular would say to her class, "Okay, we are going on the system now," whenever her students were failing to respond to her usually successful and preferred positive classroom control methods. The administration had openly stated that the ADA model was not intended to supplant teachers' effective control methods and styles, but was intended to supplement them through an adaptation of plans to incorporate their own methodologies and to display a relatively consistent discipline philosophy and approach throughout the building to students.

Personal philosophies and preferred methodologies; constraints of time, resources, and location; necessity for immediate action; demands of other personal and professional obligations; dealing with large numbers of students; the uniqueness of every student and situation; inability to contact parents; and legal obligations were but a small sample of the factors inhibiting an absolute adherence to the ADA plans in all situations by teachers or administrators. ADA plans should clearly emphasize the school's primary goal of the students' intellectual, physical, social, and personal growth, and the fact that behaviors inhibiting the educational process will not be tolerated. The ADA plans should provide a consensus of the general guidelines and policies of discipline within the building, but there must be a respect for the individual latitude of all professionals in order to cope effectively with the uniqueness of all individuals involved. The plans should also provide the basis for an open, professional communication necessary to make this respect for individual latitude an operable reality.

Student Expectations

The following were schoolwide discipline goals:

1. Students are expected to arrive in class on time, prepared to engage in active learning, with appropriate homework assignments, materials (including textbooks), paper, pencil or pen, gym suit, and project materials.

2. Students are expected to follow directions given by any staff member, including stopping when asked and giving names when required.

3. Students are expected to demonstrate courtesy and respect toward themselves, other students, and staff members, as well as respect for school property and equipment. Students will be expected to keep their hands and feet to themselves in complying with this expectation.

4. Students are expected to exhibit appropriate hall behavior--no running, no yelling, no horseplay. Students will always keep to the right when walking in hallways.

5. Students are expected to refrain from using any kind of inappropriate language (including profanity) and racial slurs or name calling, both in and out of classrooms.

6. Students are expected to eat in the cafeteria during lunchtime only. Candy, sunflower seeds, drinks, or other types of food may neither be eaten nor sold during the school day.

7. Students are expected to refrain from bringing radios, tape recorders, or other electronic equipment to school, except with written permission from school personnel for a specific purpose.

8. Students will absolutely refrain from smoking or using tobacco products, using an illegal substance such as marijuana, or from drinking alcoholic beverages.

9. Students are expected to dress appropriately in a manner which does not detract from the educational process. Hats worn to school should be left in lockers during the school day. Plastic combs are acceptable;

metal combs and cake cutters will be left at home. Students will refrain from wearing any clothing, buttons, or pins with inappropriate or suggestive slogans.

10. Students will not bring weapons of any kind to school.

11. Students who fight will be dealt with severely. Fighting will not be tolerated at school.

12. The foregoing list of expectations is not meant to be an all-inclusive list which contains all expectations as well as possible actions which might violate the rights of others at this school. A student can get into difficulty for doing something, even though there is not a specific rule stating that such acts are prohibited by school expectations. Any act that disrupts school activity or causes danger to people or destruction of property is against the rules of this school (Truesdell Junior High School Student Handbook, 1987).

Summary

Presented in this chapter were research design, background information, population description, procedure, instrumentation, and data analyses procedures. In Chapter IV, data will be presented and analyzed.

CHAPTER IV

PRESENTATION AND ANALYSES OF DATA

In this chapter, data analyses is presented with regard to the research questions as stated in Chapter I. This study was conducted using Truesdell Junior High School, Wichita, Kansas, as the experimental group, and another school, Hamilton Junior High School, as the control group.

The purpose of this study was to determine the effect of assertive discipline on the number of disciplinary referrals to the office at Truesdell Junior High School. Research questions were formulated to evaluate the data collected regarding the number of office disciplinary referrals (Chapter I). Similar data were collected from Hamilton Junior High School for basis of comparison.

Interviews with the principals and assistant principals at both Truesdell and Hamilton junior high schools were conducted during the data collection process. These interviews involved obtaining the discipline referrals and historical data collected and maintained in the offices of both schools. The data were then compared for like categories of referrals for the two schools. To facilitate comparisons, official enrollment data were used to obtain a common denominator of the student populations of the two schools. This common denominator produced a factor which gave flexibility to the researcher in making comparisons. The obtained factor was used with each of the individual discipline categories, by school year. The results of interviews conducted with teachers and administrators at Truesdell Junior High School indicated that most were satisfied

with the process of implementation of the ADA for handling disciplinary referrals. The majority of the teachers interviewed liked the increased emphasis experienced within their classrooms of time on task. The teachers also reported an increase in acceptability of parents with positive attitudes taken on behalf of their students.

Administrators indicated that they were pleased with the overall reduction of office disciplinary referrals, which enabled them to spend more time on improvement of instruction and less time on disciplinary matters. The administrators reported that teachers involved with the ADA appeared to be happier with their teaching assignments than they were before implementation.

Upon completion of these tasks, comparisons of the two schools were accomplished. Tables II through IV were then completed, reflecting the data for both schools. A footnote was included on Tables II through IV to explain that the number of referrals divided by the official enrollment equals the factor used for comparison purposes.

The data in Tables II through IV indicate the changes in the number of disciplinary referrals from 1980-81 to the 1987-88 school years by disciplinary categories for Truesdell Junior High School. The data in Table V indicate the changes in the number of disciplinary referrals from the 1986-87 to the 1987-88 school years by disciplinary categories for Hamilton Junior High School. There were seven research questions formulated, addressing the different relationships of the ADA as it was implemented at Truesdell Junior High School.

Testing the Research Questions

Following are the seven research questions, with an analysis of the data collected. An analysis of disciplinary referrals completed by

teachers, administrators, and staff at Truesdell and Hamilton junior high schools was completed during the process of this study. This analysis of disciplinary referrals is depicted in Tables II through VI.

TABLE II

CHANGES IN NUMBER OF DISCIPLINARY REFERRALS FROM 1980-81 TO 1981-82 BY DISCIPLINARY CATEGORIES FOR TRUESDELL JUNIOR HIGH SCHOOL

Categories	Factor Referrals 1980-81 (N=1245)*	Factor Referrals 1981-82 (N=1218)*	Difference (1980-81) -(1981-82)	% Change
Classroom Disruptions	2.0016	1.4359	0.5657	-28.2624
Disobedience/ Disrespect	0.2329	0.1305	0.1024	-43.9674
Fighting	0.0843	0.0615	0.0228	-27.0463
Miscellaneous	0.2843	0.1116	0.1727	-60.7457
Smoking/Drugs	0.2409	0.2257	0.0152	- 6.3097
Truancy	0.0843	0.0821	0.0022	- 2.6097
Totals	2.9283	2.0473	0.8810	-30.0857

*Number of referrals divided by official enrollment equals factor.

TABLE III

CHANGES IN NUMBER OF DISCIPLINARY REFERRALS FROM 1980-81 TO 1987-88 BY DISCIPLINARY CATEGORIES FOR TRUESDELL JUNIOR HIGH SCHOOL

Categories	Factor Referrals 1980-81 (N=1245)*	Factor Referrals 1987-88 (N=1083)*	Difference	% Change
Classroom Disruptions	2.0016	1.2696	0.7319	-36.569
Disobedience/ Disrespect	0.2320	0.1477	0.0852	-36.574
Fighting	0.0843	0.0646	0.0197	-23.361
Miscellaneous	0.2843	0.1615	0.0203	- 7.165
Smoking/Drugs	0.2409	0.1675	0.0793	-32.941
Truancy	0.0843	0.0498	0.0344	-40.878
Totals	2.9285	1.9981	0.9306	-31.769

*Number of referrals divided by official enrollment equals factor.

TABLE IV

CHANGES IN NUMBER OF DISCIPLINARY REFERRALS FROM 1981-82 TO 1987-88 BY DISCIPLINARY CATEGORIES FOR TRUESDELL JUNIOR HIGH SCHOOL

Categories	Factor Referrals 1981-81 (N=1218)*	Factor Referrals 1987-88 (N=1083)*	Difference	% Change
Classroom Disruptions	1.4359	1.2696	-0.1663	-11.5838
Disobedience/ Disrespect	0.1305	0.1477	-0.0171	-13.1727
Fighting	0.0615	0.0646	-0.0030	- 4.9677
Miscellaneous	0.1116	0.3047	-0.1930	172.8939
Smoking/Drugs	0.2257	0.1615	0.0642	-28.4311
Truancy	0.0476	0.0498	0.0322	-39.2687
Totals	2.0476	1.9981	0.0494	- 2.4158

*Number of referrals divided by official enrollment equals factor.

TABLE V

CHANGES IN NUMBER OF DISCIPLINARY REFERRALS FROM 1986-87 TO 1987-88 BY DISCIPLINARY CATEGORIES FOR HAMILTON JUNIOR HIGH SCHOOL

Categories	Factor Referrals 1986-87 (N=450)*	Factor Referrals 1987-88 (N=440)*	Difference	% Change
Classroom Disruptions	3.8244	7.6090	3.7464	98.96
Disobedience/ Disruptions	2.0644	3.5136	1.4491	70.19
Fighting	0.2377	0.3340	0.0963	40.50
Miscellaneous	1.5911	3.8090	2.2179	139.39
Smoking/Drugs	0.2755	0.4000	0.1244	45.16
Truancy	0.2311	0.3250	0.0938	40.62
Totals	8.0000	15.9909	7.9909	99.88

*Number of referrals divided by official enrollment equals factor.

TABLE VI

COMPARISON OF NUMBER OF DISCIPLINARY REFERRALS BY DISCIPLINARY CATEGORIES FOR TRUESDELL JUNIOR HIGH SCHOOL AND HAMILTON JUNIOR HIGH SCHOOL

	Factors		
Categories	Truesdell Referrals 1987-88 (N=1083)*	Hamilton Referrals 1987-88 (N=440)*	Difference
Classroom Disruptions	1.2696	7.6091	6.3395
Disobedience/ Disrespect	0.1477	3.5136	3.3659
Fighting	0.0646	0.3341	0.2695
Miscellaneous	0.3047	3.8091	3.5044
Smoking/Drugs	0.1616	0.4000	0.2384
Truancy	0.0499	0.3250	0.2751
Totals	1.9982	15.9909	13.9928

*Number of referrals divided by official enrollment equals factor.

The Research Questions

The following research questions were used in this study:

1. What effect did the ADA have with regard to the number of office discipline referrals?

Implementation of the ADA to handling office discipline referrals decreased dramatically after the inception from the 1980-81 to 1981-82 school years, as shown in Tables II through IV for Truesdell Junior High School. From the 1980-81 to 1981-82 school years, the overall reduction of all types of disciplinary referrals was reduced by the factor of 0.881, or a 30.0857% decrease. Table VI indicates that disciplinary referrals from Hamilton was higher than Truesdell in overall disciplinary referrals by a factor of 13.9928, or 69%.

2. What effect did the ADA have on classroom disruptions during the period of study?

As shown in Table II, the ADA for the 1980-81 to 1981-82 school years, the numbers of classroom disruption referrals was reduced by the factor of 0.5657, or a 28.2624% decrease. Data from school years 1980-81 to 1987-88, as shown in Table III, indicate that the numbers of classroom disruption referrals was reduced by the factor of 0.7319, or a 36.569% decrease. Furthermore, data from school years 1981-82 to 1987-88, as is shown in Table IV, indicate that the numbers of classroom disruption referrals was reduced by the factor of 0.1663, or an 11.5838% decrease. Table VI indicates that the number of classroom disruptions for Hamilton was higher than Truesdell by a factor of 6.3395.

3. What was the longitudinal effect of the ADA?

Implementation of the ADA to handling office discipline referrals has had an overall decrease over time, as indicated from the 1980-81 to

1981-82 school years. The overall reduction of all types of disciplinary referrals was reduced by the factor of 0.881, or a 30.0857% decrease, as shown in Table II. The data from school years 1980-81 to 1987-88, as shown in Table III for Truesdell Junior High School, reflect an overall reduction of all types of disciplinary referrals by the factor of 0.9306, or a 31.769% decrease. Data from school years 1981-82 to 1987-88, as shown in Table IV, indicate that an overall reduction in all types of disciplinary referrals was reflected by the factor of 0.9306, or a 31.769% decrease. A comparison of the numbers of discipline referrals at both Truesdell and Hamilton Junior High Schools is indicated in Table VI. The overall disciplinary referrals was higher for Hamilton than Truesdell by the factor of 13.9929, or 69%.

4. What effect did the ADA have on disobedience/disrespect during the period of study?

Data from school years 1980-81 to 1981-82 are shown in Table II for Truesdell Junior High School. The numbers of disobedience/disrespect referrals was reduced by the factor of 0.1024, or a 43.9674% decrease. Data from the school years 1980-82 to 1987-88 is shown in Table III, and indicate that the numbers of disobedience/disrespect referrals was reduced by the factor of 0.0852, or a 36.574% decrease. Data from school years 1981-82 to 1987-88 is shown in Table IV, and indicate that the numbers of disobedience/disrespect referrals was reduced by the factor of 0.0171, or a 13.1727% decrease. Table VI indicates that the number of disobedience/disrespect referrals from Hamilton was higher than Truesdell by a factor of 3.3659.

5. What effect did the ADA have on fighting during the period of study?

From the school years 1980-81 to 1981-82, as shown in Table II, the numbers of fighting referrals was reduced by the factor of 0.0228, or a 27.0463% decrease. Data from the school years 1980-81 to 1987-88 are shown in Table III, and indicate that the numbers of fighting referrals was reduced by the factor of 0.0197, or a 23.361% decrease. Data from school years 1981-82 to 1987-88 are shown in Table IV, and indicate that the numbers of fighting referrals was reduced by the factor of 0.0030, or a 4.9677% decrease. Table VI indicates that the number of fighting referrals for Hamilton was higher than Truesdell by a factor of .2695.

6. What effect did the ADA have on smoking/drugs during the period of study?

Table II indicates that the school years 1980-81 to 1981-82 showed the numbers of smoking/drug-type referrals was reduced by the factor of 0.0152, or a 6.3097% decrease. Data from school years 1980-81 to 1987-88, as shown in Table III, indicate that the numbers of smoking/drug-type referrals was reduced by the factor of 0.0793, or a 32.941% decrease. Data from school years 1981-82 to 1987-88 are shown in Table III, and indicate that the numbers of smoking/drug-type referrals was reduced by the factor of 0.06419, or a 28.4311% decrease. Table VI indicates that the number of smoking/drugs-type referrals for Hamilton was higher than Truesdell by a factor of .2384, or 60%.

7. What effect did the ADA have on truancy during the period of study?

The 1980-81 to 1981-82 school years, as shown in Table II, reflects that the numbers of truancy referrals was reduced by the factor of 0.0022, or a 2.6097% decrease. Table III reflects the data for the 1980-81 to 1987-88 school years. The number of truancy referrals was reduced by the factor of 0.0344, or a 40.878% decrease. Table IV reflects the

data for the 1981-82 to 1987-88 school years, which indicate that the number of truancy referrals was reduced by the factor of 0.0322, or a 39.2687% decrease. Table VI indicates that the number of truancy referrals for Hamilton was higher than Truesdell by a factor of .2751, or 85%.

Summary

In Chapter IV, analyses of the data was presented with regard to the outcome of the seven research questions. Chapter V presents the results of the statistical analyses of the research questions which were stated in Chapter I. These findings and additional descriptive data of the effects of ADA on both the experimental and the control school are listed and discussed. The summary, conclusions, and recommendations for further study which surfaced as being relevant during the pursuit of this study constitute the final section.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The ADA to handling disciplinary problems at Truesdell Junior High School was the result of teacher initiation and peer motivation rather than an administrative edict. Upon implementation of the ADA, allowances were made for different teaching styles, methodologies, and philosophies within the general framework of the ADA model.

Changes noted in the initial reduction of disciplinary referrals at Truesdell Junior High School should not be attributed only to the ADA, since many other factors may have contributed to the reduction of discipline referrals. Simply beginning a new program which requires more parent/teacher involvement and the apparent commitment on the part of students to accept the ADA could have reduced the incidence of discipline referrals. It is suggested in this study that the ADA provided the basis for a number of important factors which were seen as having influenced the improvement of discipline within the building at Truesdell. Implementation of the ADA model provided a basis for:

1. Greater assertiveness of staff members in the conduct of their duties in the school, causing a more cooperative attitude to be displayed by them. This cooperative attitude was an indicator that the time and money which had been invested in the training for and implementation of the ADA to handle discipline problems was worthwhile.

2. The improved effective communication among teachers, staff, and administrators was of such significance to warrant mentioning.

3. An increased collaboration and unity in locating proper solutions to the school's discipline problems were identified, quantified, and explained in sufficient detail that all could understand.

4. The presentation of a united front to students and parents, that of being committed to the learning process, and which would not tolerate conduct which interfered with the process or the rights of others to learn.

5. The development through consensus of clearly communicated rules and/or expectations, and the consequences of their violation, as well as the universal enforcement throughout the building by all staff members.

The review of literature revealed no studies on the ADA using office disciplinary referrals as a basis of the study. However, there was a marked decrease in the number of disciplinary referrals at Truesdell Junior High School after the implementation of the assertive discipline program. During this same time period, the control school indicated an increase in the number of disciplinary referrals.

The data found in Tables II through IV indicated a reduction in the number of classroom disruption referrals by a factor of .1663. The data also indicated similar reductions from the first year that the ADA was implemented for the various categories mentioned in Tables II through IV.

Table III provided a comparison of 1981-82 and 1987-88 school years, which indicated that the difference was much lower. The student population at Truesdell Junior High School decreased by 1,245 in 1980 to 1,083 in 1987-88. Using the number of referrals divided by the official enrollment factor, it can be seen that the new or uniqueness of the ADA may have worn off, or the ADA was not being utilized in the same manner that

it was during the 1981-82 school year. The overall reduction of all types of disciplinary referrals for school years 1981-82 to the 1987-88 was shown in Table IV for Truesdell Junior High School. This overall reduction in all types of disciplinary referrals was reduced by the factor of 0.0494, or a 2.4158% decrease. Data from school years 1986-87 to 1987-88, as shown in Table V for Hamilton Junior High School, indicated that the overall disciplinary referrals increased by a factor of 7.9909, or a 99.88% increase. Data from school year 1987-88 for both Truesdell and Hamilton Junior High Schools were shown in Table VI. There were more disciplinary referrals for Hamilton than Truesdell, by a factor of 13.9929, or 69%, even though the student population was over two times as large at Truesdell.

Conclusions

Based upon the results of this study, it was concluded that the ADA approach does have an effect upon the reduction of discipline referrals. Administrators and teachers were satisfied with the impact of the ADA on school discipline and school climate when the ADA was first implemented. The school ombudsperson working for the school district had fewer requests for assistance from Truesdell patrons after the adoption of the ADA model.

The ADA could be implemented for other school settings as an aid in the reduction of the number of disciplinary referrals to the office. The ADP model may also be used to improve discipline both in and out of the classroom. For the ADA to be effective, prior training is a must. The positive and negative consequences of the ADA program must be emphasized before it is implemented. Parental contact as a consequence for poor behavior, prior to an office referral, is extremely important. The

sooner that parents are involved in student behavior(s), the easier it will be for concurrence by parents in utilizing the ADA program model. Individual latitude for teachers and administrators alike should be built into the ADA program model. Planning for adequate communication is necessary to promote understanding of the ramifications of this individual latitude. Parent cooperation with the ADA program at Truesdell has been outstanding. Parents of Truesdell students believe that they know where they stand with the school, and they know what is expected of their students.

Recommendations

The ADA regarding disciplinary recommendations for further research as as follows:

1. That further studies using referrals be conducted.

2. That an analysis of different types of disciplinary referrals and the relationship between the severity and/or consequences of those referrals be conducted.

3. That an analysis of the effects of assertive discipline on the amount of time-on-task through positive behavior in the classroom be conducted.

4. That an analysis of the effects of assertive discipline on reducing the numbers of per teacher disciplinary referrals with respect to the teacher's pupil control ideology be conducted.

5. That a replication of this study be conducted using a different elementary, junior high, or high schools.

Schools should investigate the benefits derived by the implementation of the ADA to the handling of discipline problems. The benefits that can be realized with a total commitment by students, teachers,

parents, and administrators will make the time and money expended worth the investment. If any of the above are missing, the program will not work. This study was conducted entirely within the constraints of the Wichita Public School System in 2 of the 17 junior high schools. The use of a similar study in a different school system, or even in the same school system, could yield different results. The evaluation of the ADA should be ongoing, and revised when needed.

Concluding Statement

At this writing, Truesdell Junior High School has been involved in the ADA for handling of disciplinary referrals for over seven years. One consequence of this study indicated that when administrators' expectations are made clear to teachers and when teacher expectations are made known to students, student behaviors are more positive. In conclusion, the ADA will be effective only if implemented with the full cooperation of the students, teachers, staff, and administrators of a school. Discipline problems in schools are not new; only recently have there been systematic studies that have provided insights into this area.

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APPENDIXES

APPENDIX A

CORRESPONDENCE

11144 Starshire Ct., Apt. D
St. Louis, MO 63138

August 29, 1988

Dr. Donald J. Willower
Dept. of Educational Administration
Rackley Building
Penn State University
University Park, Pennsylvaina 16803

Dear Dr. Willower:

Dr. Kenneth St. Clair of Oklahoma State University suggested that I write to you and request permission to utilize the Pupil Control Inventory as a research tool for my dissertation topic.

Please consider this letter a formal request for your permission to utilize the Pupil Control Inventory with research for my doctoral dissertation.

Upon hearing from you, I will progress with my research towards a planned graduation after completing requirements for the Doctor of Education degree at Oklahoma State University.

I thank you in advance for your consideration of this request.

Sincerely,

Howard R. Moore

1500 S. Wheatridge Drive
Wichita, KS 67235

July 10, 1985

Dr. A. W. Dirks
Division of Research, Planning,
and Development Services
Educational Services Building
640 N. Emporia
Wichita, KS 67214

Dear Dr. Dirks:

This letter is to confirm our conversation of last week when we talked about the concept of my proposed forthcoming research using the effects of the Assertive Discipline Program implemented at Truesdell Junior High School. This is my formal request to use Truesdell Junior High School as my sample.

Thank you for your consideration of my request and be assured that I will keep you informed as my dissertation progresses.

Sincerely,

Howard R. Moore

APPENDIX B

QUESTIONNAIRES

1500 So. Wheatridge Dr.
Wichita, Kansas 67235
April 7, 1988

Dear Colleague,

To assist in the completion of a doctoral dissertation, your response to these questionnaires is earnestly requested.

As you will note, there are no places for names. Please do not write your name on the questionnaires. I will make no attempt to discover your identity. Rest assured that no person other than I will see your anonymous response. The gathering of data is the only motive behind my request.

Thank you for your assistance.

Sincerely,

Howard R. Moore

Howard R. Moore

	CIRCLE one		CIRCLE one
Teacher	A	Gender	
		F	A
Support/Staff	B	M	B
Administrator	C		

Experience		Years in Building	
1 - 5	A	1 - 5	A
6 - 10	B	6 - 10	B
11 - 15	C	11 - 15	C
16 - 20	D	16 - 20	D
21 - Over	E	21 - Over	E

INFORMATION

As a requirement of the dissertation process, I am in need of information to validate the disciplinary approach as utilized in your school. I plan to utilize this instrument in that end. You will recognize that the statements are of such a nature that there are no correct or incorrect answers. I am only interested in your frank opinion of them. Your cooperation in completing this instrument would be greatly appreciated. Thank you in advance, Howard Moore.

SA = Strongly Agree; A = Agree; U = Undecided; D = Disagree;
SD = Strongly Disagree

INSTRUCTIONS: Following are twenty statements about schools, teachers, and pupils. Please indicate your personal opinion about each statement by circling the appropriate response at the right of the statement.

PUPIL CONTROL INVENTORY

		STRONGLY AGREE	AGREE	UNDECIDED	DISAGREE	STRONGLY DISAGREE
1.	It is desirable to require pupils to sit in assigned seats during assemblies.	SA	A	U	D	SD
2.	Pupils are usually not capable of solving their problems through logical reasoning.	SA	A	U	D	SD
3.	Directing sarcastic remarks toward a defiant pupil is a good disciplinary technique.	SA	A	U	D	SD
4.	Beginning teachers are not likely to have strict enough control over their pupils.	SA	A	U	D	SD
5.	Teachers should consider revision of their teaching methods if these are criticized by their pupils.	SA	A	U	D	SD
6.	The best principals give unquestioning support to teachers in disciplining pupils.	SA	A	U	D	SD
7.	Pupils should not be permitted to contradict the statements of a teacher in class.	SA	A	U	D	SD
8.	It is justifiable to have pupils learn many facts about a subject even if they have no immediate application.	SA	A	U	D	SD

		STRONGLY AGREE	AGREE	UNDECIDED	DISAGREE	STRONGLY DISAGREE
9.	Too much pupil time is spent on guidance and activities and too little on academic preparation.	SA	A	U	D	SD
10.	Being friendly with pupils often leads them to become too familiar.	SA	A	U	D	SD
11.	It is more important for pupils to learn to obey rules than that they make their own decisions.	SA	A	U	D	SD
12.	Student governments are a good "safety valve" but should not have much influence on school policy.	SA	A	U	D	SD
13.	Pupils can be trusted to work together without supervision.	SA	A	U	D	SD
14.	If a pupil uses obscene or profane language in school, it must be considered a moral offense.	SA	A	U	D	SD
15.	If pupils are allowed to use the lavatory without getting permission, this privilege will be refused.	SA	A	U	D	SD
16.	A few pupils are just young hoodlums and should be treated accordingly.	SA	A	U	D	SD
17.	It is often necessary to remind pupils that their status in school differs from that of teachers.	SA	A	U	D	SD
18.	A pupil who destroys school material or property should be severely punished.	SA	A	U	D	SD
19.	Pupils cannot perceive the difference between democracy and anarchy in the classroom.	SA	A	U	D	SD
20.	Pupils often misbehave in order to make the teacher look bad.	SA	A	U	D	SD

APPENDIX C

PERMISSION LETTERS

9/2/88

Mr. Moore:

You have my permission to use the PCI Form--duplicate it. Be sure to reverse score items 5 and 13, and please send me a copy of your results.

Give my best to Dr. St. Clair--I know him well.

D. J. Willower

WICHITA PUBLIC SCHOOLS
Educational Services Building
640 North Emporia
WICHITA, KANSAS 67214

July 29, 1985

Division of Research, Planning, and Developmental Services
(316) 268-7882

Mr. Howard R. Moore
1500 South Wheatridge Drive
Wichita, KS 67235

Dear Mr. Howard:

I am pleased to confirm approval of your proposed study on the effects of the Assertive Discipline Program implemented at Truesdell Junior High School. Your population sample will be the teaching staff at Truesdell Junior High School.

Your contact person will be Dr. Cleofas F. Muci, Principal at Truesdell, who will assist you in making the necessary arrangements for conducting your research. When you have completed your dissertation, please forward a copy to me at 640 North Emporia (67214). It does not have to be a bound copy. Your dissertation will be kept on file and will be available to interested school and community people on a check out basis.

I am happy we could be of assistance to you. If we can be of help to you in future research endeavors, please let me hear from you.

Sincerely,

A. W. Dirks, Chairperson
Research Council

cc: Dr. Cleofas F. Muci
Dr. John R. Morton

APPENDIX D

PCI VALIDITY

Instrumentation

The PCI Form

Gilbert and Levinson's (1957) work in patient control ideology held by mental hospital staff members paved the way for Willower, Eidell, and Hoy (1967) to develop a similar operational measure for schools. The PCI Form is used to measure the pupil control ideology held by teachers. The instrument has 20 Likert-type items to which teachers respond by indicating their agreement to each item. These are scored 5 ("strongly agree"), 4 ("agree"), 3 ("undecided"), 2 ("disagree"), and 1 ("strongly disagree"). Items 5 and 13 were negative items and were scored in reverse prior to analysis. The item scores were then summed to provide a single score. The lower the score, the more humanistic the pupil control ideology of the respondent.

Reliability. The authors of the PCI Form calculated a split-half reliability coefficient by correlating even-item subscores with odd-item subscores (N=170). The Pearson product-moment coefficient resulting from this calculation was .91; by applying the Spearman-Brown formula, a corrected coefficient of .95 was obtained (Willower, Eidell, and Hoy, 1967). Additional samples were taken to check these calculations (N=55). The same technique yielded a Pearson product-moment correlation of the half-test coefficient of .83. Applying the Spearman-Brown formula produced a corrected coefficient of .91.

Validity. The authors established content validity of the PCI Form by asking principals to read carefully descriptions of custodial and humanistic orientations and to identify a specified number of teachers

whose ideology was most like each description. Approximately 15% of the faculty was identified with each type. Mean scores for each group of teachers were compared using a t-test of the differences of the means. A one-tailed t-test produced a t value of 2.639, indicating a difference in the expected direction, significant at the .01 level (Willower, Eidell, and Hoy, 1967).

A further check on the discriminant validity comparing the mean scores of personnel in two schools known by reputation to be humanistic were compared with scores of personnel at the same grade level in other schools. While no statistical analysis was made in this case, the trend was in the expected direction. Results of cross-validation using a new sample of seven schools produced results in the expected direction (Willower, Eidell, and Hoy, 1967).

VITA

Howard Ray Moore

Candidate for the Degree of

Doctor of Education

Thesis: AN ASSESSMENT OF THE EFFECTIVENESS OF ASSERTIVE DISCIPLINE APPROACH TO PUPIL BEHAVIOR AFTER IMPLEMENTATION AT TRUESDELL JUNIOR HIGH SCHOOL

Major Field: Educational Administration

Biographical:

Personal Data: Born in Wichita, Kansas, on November 27, 1936, the son of William and Wanda Moore. Married to Margaret Ann Hornecker on February 26, 1960. Three children: sons, Troy and Michael; daughter Sheryl.

Education: Graduated from Mulvane High School, Mulvane, Kansas; received Bachelor of Arts degree from Friends University, Wichita, Kansas, in 1960; received Master of Education degree from Wichita State University in 1971; received Specialist in Education degree from Wichita State University in 1976; completed requirements for the Doctor of Education degree at Oklahoma State University in May, 1989.

Professional Experience: Business Teacher, 1961-63, Bennington, Kansas; Business Teacher, 1963-65, Denison, Kansas; History and Business Teacher, Hadley Junior High School, Wichita, Kansas, 1965-69; Driver Education Teacher, Wichita High School West, Wichita, Kansas, 1969-72; Assistant Principal, Truesdell Junior High School, Wichita, Kansas, 1972-73; Assistant Principal, Hamilton Junior High School, Wichita, Kansas, 1973-77; Assistant Principal, Robinson Junior High School, Wichita, Kansas, 1977-78; Assistant Principal, Truesdell Junior High School, Wichita, Kansas, 1978-82; Assistant Principal, 1983-84, Wichita High School East, Wichita, Kansas, 1983-84; Military Service, Lt. Colonel, Assistant Deputy Chief of Staff, Resource Management, 89th U.S. Army Reserve, Wichita, Kansas, 1984-87; Military Service, Colonel, Inspector General, 102nd U.S. Army Reserve Command, St. Louis, Missouri, 1987-present.