

A Survey - The Negative Aspects of In and Out of School Suspensions
and Alternatives That Promote Academic Achievement

Marygrove College

April 28, 2007

William C. Flanagain

Instructor: Dr. Eugene Shaw

EDU 665-51

Table of Contents

Abstract	i
Chapter I	
Introduction	7
Problem Statement	9
Purpose of Study	9
Research Question	10
Hypothesis	10
Definition of Terms	10
Chapter II	11
Review of the Literature	11
In School Suspension (ISS)	13
Out of School Suspension (OSS)	13
Protective Factors	13
Inclusion of Medical Professionals and the Law	14
Role of Administrators	15
Referral	15
Intervention for Long-term Prevention	16
New Classroom Management Paradigm	17
Students	18
Attitudinal Predictors	18
Risk Factors	19
Summary	19
Chapter III - Methodology	
Research Design	21
Theoretical Framework	21
Sampling	21
Variables	22
Methods of Data Collection	22
Interview	22

Survey	22
Influence of Peer Group	22
Data Analysis Procedure	22
Ethics and Human Relations	22
Timeline	23
Summary	23
Chapter IV. <u>Analysis of Data and Interpretation</u>	24
Statement of the Problem	24
Subjects	25
The Hypothesis	25
Finding and Interpretations	25
Analysis of Survey Findings and Statistics	25
Analysis of Twenty (20) Questions Survey	26
Question #1	26
Question #2	27
Question #3	28
Question #4	29
Question #5	30
Question #6	31
Question #7	32
Question #8	33
Question #9	34
Question #10	35
Question #11	36
Question #12	37
Question #13	38
Question #14	39
Question #15	39
Question #16	40
Question #17	41
Question #18	41
Question #19	42

Question #20	42
Summary of General Statistics and Conclusions	44
Chapter V.	
Summary	46
Conclusions	47
Recommendations	47
References	49
Appendices	54
A. Human Subjects Review Approval Letter	55
B. Acknowledge and Inform Consent Form	56
C. Demographic Data Sheet	56
D. Results of Out of School Suspension Graph	61
E. Results of Out of School Form	62

ABSTRACT

i

In almost every sector of the educational arena, educators, administrators and parents are concerned with the problem of establishing environments that are contributing to a successful educational outcome. The most profound questions today are safety in the schools, which stimulated political and educational leaders to establish zero tolerance policies for different negative behaviors in an effort to deter students into sustaining good behaviors. With an almost epidemic in school-based violent crimes; such as Virginia State University, in April 2007; school boards across America are searching for alternatives for educating violent and disruptive students while still meeting their constitutional rights to an education.

The purpose of this research study is to determine to what extent students agree, and analyze the deterrent effects of in and out of school suspensions on the personal-social characteristics of the student and the academic achievement as well. Statistical figures will be gathered from schools imposing suspensions on students for a variety of reasons to come up with a consensus as to what the most frequent cause of students' suspension would be. The subjects in this study consisted of fifth graders in a large urban school setting; most of who are residents in low socioeconomic neighborhoods. The focus of the study is on the three variables that appear to be indicators of academic and behavioral success: (1) attendance, (2) grades, (3) attitude.

The purpose of this research study is to determine to what extent students agree, and analyze the deterrent effects of in and out of school suspensions on the personal-social characteristics of the student and the academic achievement as well. Statistical figures will be gathered from schools imposing suspensions on students for a variety of reasons to come up with a consensus as to what the most frequent cause of students' suspension would be. This study

explored the answer the following questions with regard to the students personal-social characteristics and academic performance: How does suspension impact the educational and personal-social characteristics of students? How severe is the effect of in-school and out-of-school suspensions to the academic performance of the student? Is there any alternative to suspension? What are the available interventions for a long-term prevention of this phenomenon? These questions will be addressed within the context of the administrator's perception of the improvement of the learning environment.

Chapter I.

Introduction

As an educational standard, schools have many policies and guidelines (which vary from school to school) to serve as preventive measures to student behavior problems. Generally, these policies are stipulated in a student handbook signed by the students themselves in the presence of their parents at the beginning of a given school year. While the goal of every teacher in every school is to make sure learning takes place in the classroom, the learning process is often disrupted by students' misbehavior (Skiba & Peterson, 2000; Sugai & Homer, 1999). Townsend (2000) concludes that school systems often react to problematic student behaviors with punishment and exclusionary measures, such as detention, reprimands, fines, and suspension. In fact, Morrison and Skiba (2001) stress that in and out-of-school suspensions are the most common consequences for disciplinary infractions and often use in response to relatively minor offenses, such as disobedience and disrespect, attendance problems, and general disruption. Sugai and Homer (1999) point out such measures have been found to be ineffective and may, in fact, have a negative impact on the student, as they remove the youth from constructive learning environments.

Historically, suspension was viewed as a rather severe punitive sanction meant to send a clear deterrent message to both the student and parent about the seriousness of the student's misconduct. An out-of-school suspension virtually guaranteed getting a parent's attention and encouraging them to attend a school conference to discuss the problem behavior. It also provided a cooling-down period for students who posed a clear and present danger to other students or staff. The popularity of suspension, coupled with a lack of other options, led to a dramatic increase in its use. Nationally, it is estimated that nearly two million students are suspended each

year. Suspensions are often given for less serious or nonviolent misconduct, and this has weakened their deterrent impact. These sanctions are no longer viewed as the severe "last resort" and thus draw little attention from many parents. Educators must rethink the use of these sanctions and develop a broader spectrum of options, beginning with primary prevention.

School-based primary prevention programs can increase appropriate behavior and decrease the frequency and intensity of inappropriate behavior, and thus should be the cornerstone of a comprehensive school safety and behavior improvement strategy. Such programs have been evaluated and shown to produce significant reductions in aggression.

Even the most effective prevention programs will not prevent all student misconduct. For students who do not respond to primary prevention efforts, educators should have a sufficient variety of options to allow them to craft the continuum of responses appropriate to the level of misbehavior. Options such as in-school suspension, individual and group counseling, and lunchtime detention, coupled with remedial support and socio-emotional cognitive skill-building address the present behavior while recognizing the underlying causes.

Despite the overwhelming popularity of in and out-of-school suspensions among educators, there is little scientific research to show that zero-tolerance or other tough measures are effective in reducing students' behavior problems or increasing school safety. On the contrary, there is a growing body of research showing a clear relationship between disciplinary exclusion and further poor outcomes such as delinquency, academic failure, and eventually dropping out of school. Disciplinary exclusion should be reserved for students who present a clear threat to safety to other members of the learning environment.

Most suspensions are for noncompliance or disrespect, and the fewest are for behaviors that threaten safety. Regardless of teaching responsibility, teachers are responsible for most disciplinary referrals. Training teachers in effective classroom management may increase the

consistency of discipline, potentially reducing unnecessary exclusions, and preventing the erosion of the deterrent effect of suspension.

Problem Statement

In and out-of-school suspensions and their varying forms of application were considered the ultimate tool by most school officials to reduce, if not eliminate students' behavior problems. Researches done in the recent years suggest that suspension produces deterrent on effects students' personal-social characteristics and their academic achievement. Aside from teaching the day's lesson, one of the main concerns of a classroom teacher is the issue of effective classroom management. It is one of the most critical areas of the teaching profession. The educator's goal is to provide students a safe, supportive and on-target classroom that allows them to have an opportunity to learn and grow in a classroom environment conducive to learning. Teachers vary on their classroom management strategies and discipline, but the most severe problems regarding disruptive and misbehaving students usually resist in school suspension or out of school suspension. This research study analyzes the effects of in and out of school suspensions on the personal-social characteristics and academic achievement of students

Purpose of Study

The purpose of this research study is to determine to what extent students agree, or disagree with the findings that are presented in the review of literature, and analyze the deterrent effects of in and out of school suspensions on the social characteristics of students and to determine their perceptions regarding suspension alternatives. Statistical figures will be gathered from one school imposing suspensions on students for a variety of reasons to come up with a consensus as to what the most frequent cause of students' suspension are. This researcher will show the passion for the student's need to present in school so they can be educated.

Research Questions

This study will explore to answer the following questions with regard to the students personal-social characteristics and academic performance: 1.) How does suspension impact the educational and personal-social characteristics of students? 2.) How severe is the effect of in-school and out-of-school suspensions to the academic performance of the student? 3.) Is there any alternative to suspension? 4.) What are the available interventions for a long-term prevention of this phenomenon? These questions will be addressed within the context of the administrator's perception of the improvement of the learning environment.

Hypothesis:

Previously suspended students regard alternatives to in and out-of-school suspensions favorably.

Definition of Terms

Suspensions are administered because a student is severely disrupting the learning environment, and only the removal of the offending student can allow learning to continue. In other cases, students are removed from the classroom because they serve as threats to the physical safety of students, teachers, and other school personnel. According to Morrison and Skiba (2001), suspension can be defined as a "disciplinary action that is administered as a consequence of a student's inappropriate behavior, requires that a student absent him/herself from the classroom or from the school for a specified period of time" (p. 174).

A suspension occurs when a student is removed temporarily from school. In most cases, a suspension cannot be more than five days. When the student is recommended for exclusion, a conference with the student's parents should be convened to discuss possible recommendations to correct the problem. A student can only be suspended if other means of correction have failed. That means the school must try other ways to solve the problem before turning to suspension.

Gootman (1998) explains that *in-school suspension (ISS)* is a discipline model where a student is removed from the classroom and required to stay in a specific area designated by the school administrator or prefect of discipline for a variable length of time from one part of a day to several days in a row. The objective of ISS is both punitive and rehabilitative in nature. According to Diem (1988, October/November) ISS offers various behavior changing strategies that attempt to change student misbehavior without having the student removed from the school environment. On the contrary, Mendez, Knoff & Ferron (2002) describe out-of-school *suspension (OSS)* as "the removal of a student from the school environment for a period not to exceed ten days" (p. 259).

Chapter II. Review of the Literature

This chapter will review the literature of several researchers who have studied the in In School Suspensions (ISS) and Out of School Suspension (OSS) relationships and provided evidence that out of school suspensions has negative influences on student's academic achievement. Furthermore, after review of the literature, it has provided a balanced focus on the problems of OSS/ISS and the alternatives to OSS/ISS. The alternatives will be the focus of this study.

Devon Metzger (2001) in Rethinking Classroom Management journal article believes that good classroom management consist of organizing and keeping a classroom environment that is favorable to learning. Classroom management encompasses the organization of the physical environment of classrooms, grouping students for learning activities, establishing communication, managing student behavior, and disciplining students.

He further states, that teachers must give attention to guidance and structure, but teachers must focus on the development of independent learners and our citizens of a democratic society. Metzger also emphasizes that instruction is key to having good behavior in the classroom.

Metzger asserts and confirmed the fact that teachers can prevent most behavior is a result of inspired instruction. In turn we as teachers find that inspired prepared instruction creates an effective teaching and learning process. Metzger also indicates that most importantly, teachers have an obligation, through instructional leadership, to work with their student population to formulate and develop learning partnerships and experiences that will help young citizens become more confident and productive participants' in our wonderful democratic society.

In School Suspension (ISS)

Mendez and Sanders (1981) claim ISS does not improve attendance while Costenbader and Markson (1994) agree by stating that it has a high recidivism rate. Students who have served time in ISS often fail to graduate (Diem, 1988; Johnston, 1989). Opponents of ISS point out that studies conducted by Costenbader and Markson (1994), Diem, 1988 and Morgan (1991) show disproportionate number of minority students and male students who were assigned to ISS.

Out-of-School Suspension (OSS)

Billings and Enger (1995) believe although many educators still perceive OSS to be an effective disciplinary strategy, research has found OSS to be ineffective and in many cases, discriminatory. One negative aspect of OSS cited in the literature is its punitive nature; Punishment, such as suspension, expulsion, and probation, keeps students away from the learning environment but offers no corrective action. Typically, (OSS) students who get suspended are usually weak academically, and by missing instruction they may fall further behind in their studies. According to Adams (1992), another disadvantage of OSS is that students who receive OSS may be labeled "whereby teachers and staff interact differently towards these students who are notorious for disruptive behavior" (p 14). Collins (1985) adds that a third problem with OS S is that many of the suspended students go unsupervised if they are not in school. As a response to the problems associated with OSS, Costenbader and Markson (1994) and Wheelock and Dorran (1988) strongly suggest many students who are suspended drop out of school.

Protective Factors

The most common form of punishment has been out-of-school suspension. Dupper and Bosch (1996) imply that there are, however, significant concerns about its effectiveness. First, according to De Ridder (1991) and Mayer (1995), suspension often does not deter future

violence because many students are repeatedly suspended for fighting. Second, the objectivity and fairness of out-of-school suspensions has been questioned as some groups of students, including male, minority, and academically and behaviorally challenged students are suspended in disproportionate numbers, as revealed by Foster (1986), Kunjufu (1986), Townsend (2000), and Uchitelle, Bartz, & Hillman (1989). Third, suspension creates serious negative consequences for suspended students. They often perform poorly academically and cannot afford to be away from the classroom. Suspension further and isolates already marginalized students and their parents from the school, suggested by Coben, Weiss, Mulvey, & Dearwater (1994); Cunningham, 1996; De Ridder, 1991; Gaddy & Kelly, 1984; Stretch & Crunck (1972). Black (1999) believes the cycle of fighting, suspension, and failure can culminate in a student's dropping out of school or being expelled. Hawkins and Lisner (1987) suggest that risk factors include, but are not limited to, family management problems, early onset of behavior problems, academic failure, cognitive deficits, low commitment to school, association with antisocial peers, and hyperactivity.

Inclusion of Medical Professionals and the Law

Honig v. Doe (1988) further recommends the use of suspension and expulsion. In that case, the law ruled that schools may use normal disciplinary procedures and temporarily suspend students for up to 10 days; longer removal can be accomplished if the district and parents can agree on an interim placement pending a review of the situation and of the student's educational needs, or the school can ask a court to extend the suspension of children who are experiencing disciplinary problems.

Roles of Administrators

School administrators play a major role in the suspension or exclusion process. They are the ones who determine the severity of the offense and the amount of punishment to be imposed tantamount to the wrongdoing. Before a student is referred to suspension or exclusion, the principal, principal's designee, or the superintendent of schools must conduct a conference with the student and, whenever practicable, with the teacher, supervisor, or school employee who referred the student for suspension. At the conference, the student must be told of the reason for the proposed suspension and the evidence against him or her and must be given the opportunity to present his or her version and evidence in his or her defense.

Referral

Michigan Department of Education emphasizes that any suspension must be preceded by a conference between the principal and the student. There is no requirement that a parent be present, or that a parent even be notified before the conference occurs. Indeed, notice to the parent is only required after the conference occurs and if the principal decides to proceed with the proposed suspension. Traditionally, according to Barlett (1989), school administrators have enjoyed a great deal of discretion in dealing with behavior problems in schools. Punishment used by school officials ranges from writing a paragraph about a rule infraction or conferring with the principal to suspension or expulsion, with the latter two being the most punitive forms. Students also receive punishment in the forms of suspension and expulsion; however, laws protect students with disabilities from certain types of punishment. *Goss v. Lopez* (1975) provides that for short-term suspension of 10 days or less, students with or without disabilities are entitled to written notice of charges and an opportunity to dismiss the charges.

Intervention for Long Term Prevention

Bacon (1990) openly supports the idea of suspension and expulsion being ineffective measures to deal with misbehavior, because they do not appear to be a deterrent for future misconduct. Safer and associates (1981) find that students with multiple suspensions in junior high or middle school faced a rate of suspension of over 50% and a 29% rate of future expulsion. Similarly, the National Association of Secondary School Principals (1981) proves that students removed by suspension or exclusion were the ones who need to be kept in school. Removal reduces instruction time and disrupts the learning process "resulting in students falling behind," adds Adams (1992, p. 79). There is also a clear relationship between suspension and expulsion and failing grades. Safer and associates (1981) find that 52% of suspended or expelled students had failing grades associated with these punishments. There appears to be a correlation between disciplinary problems and school dropout, according to Wehlage and Rutter (1986). Similarly, DeRidder (1990) finds suspension and expulsion listed in the top three-school-related reasons given for dropping out. Cottle (as cited in DeRidder, 1990) observes that the more frequently students were suspended, the higher the likelihood that they would drop out, stating that 11 suspensions often bring a pattern that leads to the termination of formal education" (p. 154). Although proactive measures for behavior problems are desirable, administrators have traditionally assumed a reactive role when executing disciplinary consequences for inappropriate behaviors. The primary reason for application of disciplinary procedures should be to aid students; that is, applying discipline should be done in an appropriate manner so as to assist students' functioning and learning. As Yell (1989) states the purpose of discipline is to teach. If students are to learn their roles and responsibilities in school and society, they must understand the purposes of the rules and the consequences of not adhering to the rules. To "shelter

handicapped students from disciplinary sanction would be to shelter them from the realities of life" (p. 69). Clearly, by understanding the data and their implications, Lewis, Sugai, and Colvin (1998) and Sugai and Homer (1999) believe schools may be able to develop and implement more positive and effective school-wide behavioral support systems such that the need for suspension substantially decreases, and it is used more as a strategic intervention than as a last, reactive resort.

A New Classroom Management Paradigm

Sheets and Gay (1996) describe the widespread discipline problems and disruptive behaviors common in most classrooms around the nation. Overcrowded classrooms, made up of diverse groups of students of varying ethnicity and socioeconomic characteristics, showed extreme levels of disruptions. Canter (1997) estimates that schoolteachers spent thirty to fifty percent of their in-class time handling behavior problems. Sheets and Gay (1996) note that the disruptive student might "challenge teacher's authority, interrupt, talk out of turn, respond loudly, argue, react emotionally, or socialize in class," (p. 86). Adler (1996) formulates a proactive classroom management strategies based on the democratic process, humanism, and consideration for diversity. In addition, Schneider (1996) reiterates that this process included dialogue between teachers and students, reflection on past and current experiences, and looking at how one's behavior affected others in the environment. Furthermore, McGinnis (1995) points out rules should be mutually agreed on by the entire class, making them socially valid to the students which provided structure, and helped to develop a productive classroom environment.

Freiberg (1995) identifies multiple studies done in Texan schools ranging from kindergarten to 12th grade that incorporated democratic, caring classroom management strategies. These schools had 40% to 60% less discipline referrals and the students made statistically significant gains in academic excellence.

Students

From a problem-solving, prevention, and intervention perspective, it is important to know how many students are suspended from the different levels (such as elementary, middle, and high school) of schools, whether there are important demographic trends, and what types of incidents are triggering the need for suspensions. The students are always on the losing end, whatever the cause of the suspension may be.

Attitudinal Predictors

Indeed, suspension typically is intended by administrators and perceived by students as a punishment, according to Costenbader & Markson (1998) and Mellard & Seybert (1996). That is, in contrast to a consequence, suspension is delivered to punish an already-committed inappropriate act or behavior; it rarely has a logical, functional, or instructive connection to the offense or infraction; and it usually occurs in the absence of additional interventions that focus on teaching or reinforcing students' more pro-social or appropriate responses to difficult situations.

Moreover, Stage (1997) confirms that aside from all of the negative aspects of suspension, the bottom line is it does not appear to reduce disruptive behavior, at least not in students with behavior disorders. "There were no apparent effects of suspension interventions on classroom disruptive behavior, since there were no systematic differences in disruptive classroom behavior by in-school suspension phase. In fact, the rate of student disruptive behavior remained rather constant across the suspension interventions, indicating that no type of suspension generalized to classroom behavior any more efficaciously than another" (p. 72).

Risk Factors

A small number of studies have been conducted on in-school suspension programs (namely Bacon, 1990; Chobot and Garibaldi, 1982; Diem, 1988; Dupper, 1998; Mizell, 1978). The majority of these studies focus on describing program characteristics, types of offenses, and demographic characteristics of students served by these programs. Extensive data on effectiveness of suspension programs is generally not available. Similarly, more general studies of suspension programs provide little data on the effectiveness of post-suspension interventions. These studies have focused on providing information about general demographics of students involved and description of the nature of their offenses; however, information about which types of students benefited (or not) from such interventions is missing. Morgan-D'atrio, Northup, La Fluer, and Spera (1996) differ from other suspension studies in the extent to which they described the personal, social, and academic characteristics of students who were subjected to different levels of disciplinary actions. Students who were experiencing various forms of discipline displayed deficits in the academic and social skill areas; however, these deficits were not evident in their self-evaluations (self-esteem). Costenbader and Markson (1998) find that the severity of the discipline action was associated with increased socio-emotional impairment. On the contrary, there is a growing body of research showing a clear association between disciplinary exclusion and further poor outcomes such as delinquency, substance abuse and school dropout.

Summary

Based on the review of the literature, it can be concluded that for students to meaningfully involve themselves in learning in the classroom, this will require that the student be present when the teacher is giving constructive instructions. To be absent because of (ISS) or

(OSS) has a negative influence on academic achievement. Many struggling learners believe that academically they will fail and become frustrated. Students should be encouraged and motivated by teachers to help them understand how schoolwork can help them achieve personally important goals. Removal whether (ISS) or (OSS) reduces instruction time and disrupts the learning process. There is also a clear relationship between suspension and expulsion and failing grades. There appears to be a correlation between disciplinary problems and the school dropout rate, according to Wehlage and Rutter (1986). Similarly De Ridder (1990) finds suspension and expulsion listed as the top three reasons given for dropping out. Ironically, out of school suspensions given by educators, who are actually destroying them as opposed to helping them.

Regardless of the rationale underlying suspension, Brooks and associates (1999) and Nichols, Ludwin and Iadicola (1999) suggest that repeated suspension has been linked to a variety of negative outcomes for students, including academic failure, negative school attitudes, grade retention, and increased school dropout rate.

Based on the review of the literature, the researcher will investigate the relationship between in school suspensions and out of school suspension and what influences these constructs have on students' academic achievement. In school behavior is required for students to have meaningfully involved themselves in learning, for sustained periods of time. Students should be encouraged and motivated by teachers to help them understand how schoolwork can help them achieve personally important goals. Motivation researchers have attempted to determine why particular groups of students achieve or fail to achieve.

Chapter 111. Methodology

Research Design

This researcher will use a quantitative research design to integrate the findings from several studies done in the recent years selected from journal articles, books, theses, dissertations, and investigator-generated databases. An interview will be conducted with selected students who have served suspension 4 or more times. Data will be gathered through a questionnaire survey. This survey will consist of 20 yes and no questions.

Theoretical Framework

In as much as the foretold research design of this project calls to determine either to what extent, or if there exist a statistically significant difference between the two samples drawn for the study, there is no need to apply theory, which said same hold as it four, core purposes (1) describe (2) explain, (3) predict, or (4) control; however none of these four above criteria are the body of this research project. Ergo, and to said same end, this researcher doesn't need nor introduces any theoretical conceptions. Moreover, in the spirit of verifying for the reading that the present researcher does have a working knowledge of the need for and use of theoretical frameworks, the present paragraph is incorporated for review.

Sampling

This researcher will select ten (10) student participants who meet the following criteria: 1) have been placed on in school or out of school suspension for or more times; 2) have committed minor offenses habitually and have been often referred to the principals' or principal designee's office.

Personal interviews will be conducted with the students who serve suspensions and findings will be collected and analyzed.

Variables

The students, the teachers, and the administrators in this study are the multiple dependent variables and the in school, out-of-school suspensions are the multiple independent variables.

Methods of Data Collection

A Quantitative Questionnaire Survey will be used for the purpose of the data collection.

Interview

Personal interviews will be conducted with the students who served suspensions. Findings will be collected and analyzed.

Survey

This researcher will design a Student Self-Report Survey to gather the various social characteristics of students and determine their perceptions regarding suspension alternatives.

Influence of Peer Group

To measure the peer influence, the Peer Norms Regarding Academic Excellence Inventory will be selected. Participants will be asked to respond to eight items using a 5-point Likert scale.

Data Analysis Procedure

A contact summary form will be completed to summarize the procedures used to collect and analyze data from field contacts in the research study. Descriptive and parametric statistics will also be calculated and summarized.

Ethics and Human Relations

A secrecy policy shall be adapted due to the sensitivity of some of the issues. Participants' information such as names, addresses, school records, and school names will be dealt with

extreme confidentiality. Records, data, interview transcripts, and other viable information will be kept in top-secret files.

Timeline

Time is the essence in this research study. Approximately, the study will be conducted during the first two to three weeks of a school calendar to be able to gather significant and viable information to have reliable results.

Summary

Based on the review of the literature, the researcher will investigate the relationship between in school suspensions and out of school suspension and what influences these constructs have on students' academic achievement. For students to meaningfully involve themselves in learning, for sustained periods, sufficient in school behavior is required. Many struggling learners believe that academically they will fail and become frustrated. Students should be encouraged and motivated by teacher to help them understand how schoolwork can help them achieve personally important goals. Motivation researchers have attempted to determine why particular groups of students achieve or fail to achieve.

Devon Metzger (2001) In Rethinking Classroom Management Journal Article believes that good classroom management consists of organizing and keeping a classroom environment that is favorable to learning. Classroom management encompasses the organization of the physical environment of classrooms, grouping students for learning activities, establishing communication, managing student behavior, disciplining students.

Chapter IV. Data Analysis and Interpretation.

The findings of the research established the impact of Out of School Suspension (OSS) by way of a survey (See Appendix E). The principal of an elementary school recommended the population that was surveyed. The participants were fifth grades who were repeat offenders. Each student was suspended at least four or more times. There were five male and five female students interviewed with a personal yes and no survey. Several researchers who have studied the In School Suspension (ISS) and Out of School Suspension (OSS) relationships provided evidence that out of school suspensions has negative influences on student's academic achievement. Furthermore, after review of the literature, it was provided a balanced focus on the problem OSS/ISS and the alternatives to OSS/ISS. The alternatives will be the focus of this study as will a analysis of the answers the students gave to the Survey (Appendix E).

Statement of the Problem

In and out-of-school suspensions and their varying forms of application were considered the ultimate tool by most school officials to reduce, if not eliminate students' behavior problems. Researches done in the recent years suggest that suspension produces deterrent on effects student's personal-social characteristics and their academic achievement. Aside from teaching the day's lesson, one of the main concerns of a classroom teacher is the issue of effective classroom management. It is one of the most critical areas of the teaching profession. The educator's goal is to provide students a safe, supportive and on-target classroom that allows them to have an opportunity to learn and grow in a classroom environment conducive to learning. Teachers vary on their classroom management strategies and discipline, but the most severe problems regarding disruptive and misbehaving students usually resist in school suspension or out of school

suspension. This research analyzes the effects of in and out of school suspensions on the personal-social characteristics and academic achievement of students.

Subjects

The participants were fifth graders who were repeat offenders. Each student had been suspended at least four or more times. There were five male and five female students interviewed with a personal yes or no answer survey.

Hypothesis

Previously suspended students regard alternatives to in and out-of-school suspensions favorably.

Findings and Interpretations

The findings explained below from the findings of the research established the impact of Out of School Suspensions (OSS) by way of a survey (see Appendix E). The principal of an elementary school recommended fifth graders who were repeat offenders. Each student had been suspended four or more times. There were five male and five female students interviewed with a personal yes or no answer survey. Several researchers who have studied the In School Suspensions (ISS) and Out of School Suspensions (OSS) relationships provided evidence that out of school suspensions have negative influences on the student's academic achievement.

Analysis of Survey Findings and Statistics

Ten (10) student fifth graders who had previously been disciplined through a suspension were surveyed about the events leading up to and after their suspensions were served. Five (5) were female and five (5) were male. They were asked twenty (20) questions about the circumstances which were considered to be part of the

“environment” of their schooling at the time before, during and after their suspensions were served. These circumstances could be construed to be factors “of” or “from” their suspensions.

At the same time the students were asked to fill out a Family Demographic Sheet with general questions about their family lives and background in general on a separate questionnaire. The students were only asked to give their gender and age. I assigned each student a number from F1 to F5 for the females and M6 to M10 for the males. This demographic sheet was attached to the survey when completed but was not tabulated or studied until after the survey questions were studied and tabulated into the Study Summary.

Analysis of Twenty (20) Questions Survey

Question 01: Do the teachers look at you differently when you return from suspension?

Response	Response %	Number
Yes	40 %	n = 4
No	60%	n = 6

The preceding are the results of the data collected regarding the familial factor, that being the common, or uncommon, factors pertaining to the effects of In School

Suspensions (ISS) and Out of School Suspensions (OSS). Sixty (60%) percent said they did not think that teachers viewed them differently upon returning from a suspensions. Forty percent (40%) said they did think teachers viewed them differently upon return from suspension. A majority (60%) DID NOT think the teachers viewed them differently upon returning from their suspensions, while a minority (40%) DID think they were viewed differently upon returning from their suspensions. This brings up the fact that this supposed bias that some students thought they received from their teachers may have been perceived by the student BUT not by the teachers. Perhaps we should of asked if those that perceived a bias should have been welcomed back by their teachers privately and then maybe publicly by the class as a welcoming gesture to build in some positive reinforcement by the school.

Question 02: Does your teacher give you your make-up work when you comeback?

Response	Response %	Number
Yes	70%	n = 7
No	30%	n = 3

The preceding are the result of the data collected regarding the familial factor, that being did the teachers give the students the opportunity to make-up work they missed during the serving of their suspensions. Seventy (70%) percent said they were given make-up work upon returning from their suspensions. Thirty (30%) percent said they

were not given make-up work upon returning from their suspensions. While a minority (30%) say they were not given a opportunity to “catch up “ with their classmates, a majority (70%) said they WERE given make-up work upon return to class. Obviously the question of being allowed a chance to catch up with the rest of the class and proceed easily with the progression of the class schedule should be more effectively addressed.

Question 03: Are you angry when you come back from suspension?

Response	Response %	Number
Yes	20%	n = 2
No	80%	n = 8

The preceding are the result of the data collected regarding the familial factor, that being if the students were angry, or resentful, when they returned from their suspensions. Eighty (80%) percent said they were not angry or resentful upon returning from suspension. Twenty (20%) percent said they did feel angry or resentful when they returned from their suspension. Again, like Question 01 above, did the minority, or twenty (20%) feel angry because of the attitude of the teacher and the rest of the class, or did their “perceive” negative factors into their individual attitudes. The majority, or (80%), of the class did not return with angry sediments.

Questions 04: Does the school offer anger management counseling?

Response	Response %	Number
Yes	30%	n = 3
No	70%	n = 7

The preceding are the results of the data collected regarding the familial factor, that being whether the school offered Anger Management counseling after, or before, the students returned from their suspensions. Seventy (70%) percent said no they were not offered anger management counseling. Thirty (30%) percent said they were offered some type of anger management counseling when they returned from their suspensions. It would be interesting to see if the thirty (30%) who were given anger management counseling fared better in other behavioral, and attitude, areas of conduct versus the seventy (70%) who were not allowed the benefit of anger management counseling.

Question 05: Do you skip school?

Response	Response %	Number
Yes	10%	n = 1
No	90%	n = 9

The preceding are the results of the data collected regarding the familial factor, that being whether those that had experienced school suspensions were more likely to skip school because of the situational effects of their discipline. While ten (10%) percent said they had skipped school at least once, ninety (90%) said they had never skipped school. It the ninety (90%) percent that never skipped school a reflection of the past disciplinary actions to reinforce good behavior or is it a result of attitudes taught at home?

Question 06: How many days have you missed of school so far this year?

Response	Response %	Number
12	10%	n = 1
10	10%	n = 1
9	10%	n = 1
8	40%	n = 4
7	30%	n = 3

The preceding are the results of the data collected regarding the familial factor, that being how many days of school the students had missed with no reference as to why. Three (3) students missed seven (7) days, four (4) students missed eight (8) days, and one (1) student each missed nine (9), ten (10) and twelve (12) days. Again it can be said that ALL students missed a minimum of eight (8) days each, with three (3) students missing more than eight (8) days. How would this compare to the students who had not been disciplined with in and/or out of school suspension?

Questions 07: Are you abused at home?

Response	Response %	Number
Yes	20%	n = 2
No	80%	n = 8

The preceding are the results of the data collected regarding the familial factor, that being how many students suffered some type of abuse at home. Twenty (20%) percent said yes. Eighty (80%) said no. This would lead us to believe that in at least twenty (20%) percent of the students, abuse could be a factor in their overall attitude toward school and any discipline they had incurred. Or maybe if they suffered abuse at home it would affect their attitude toward discipline at school.

Question 08: Does your teacher have you do journal writing in class?

Response	Response %	Number
Yes	60%	n = 6
No	40%	n = 4

The preceding are the results of the data collected regarding the familial factor, that being whether the students were asked to do journal writing in class. Sixty (60%) percent said yes and forty (40%) percent no. Journal writing is sometimes considered a positive factor in a students reflections of their environments. This is akin to individuals who keep diaries and/or personal journals to reflect on situations they experience in their lives.

Question 09: Does your teacher keep the class under control?

Response	Response %	Number
Yes	80%	n = 8
No	20%	n = 2

The preceding are the results of the data collected regarding the familial factor, that being how many students perceive that their teachers have ample control over their classrooms. Twenty (20%) percent said their teachers do not keep their classrooms under control. Eighty (80%) percent said their teachers had control of their individual classrooms. It would be interesting to see if the twenty (20%) percent that said their teachers DID NOT have control of their classrooms were individual students who would use this to enforce their own “negative” behavior in the classroom knowing that they may or may not be disciplined.

Question 10: Did you help create the classroom rules?

Response	Response %	Number
Yes	60%	n = 6
No	40%	n = 4

The preceding are the results of the data collected regarding the familial factor, that being were the students allowed input into the factors which went into making up classroom rules covering such things as accepted and unaccepted behavior and rules of classroom etiquette during lecture and classroom participation. Forty (40%) percent said no. Sixty (60%) percent said yes. Therefore a majority of the students, sixty (60%) percent said they HAD an opportunity of providing input into the making of classroom “rules of conduct” while forty (40%) percent said they did not participation in the rule making process. It would seem obvious that if students are involved in the rule making that they would understand “upfront” what the rules are and also what the consequences of breaking these rules will bring as to suspensions.

Question 11: Did you have any failing grades on your report card last year?

Response	Response %	Number
Yes	40%	n = 4
No	60%	n = 6

The preceding are the results of the data collected regarding the familial factor, that being whether any of the students had any failing grades on their report cards from the previous school year. Forty (40%) percent said yes. Sixty (60%) percent said no. Therefore a majority, sixty (60%) percent did not have any failing grades the last school year. Are some of the students with failing grades last year, forty (40%) percent, some of the same students who were not allowed make-up work when they returned from their suspensions? (Question 2 above).

Question 12: Have you been in a fight or physically abused by anyone?

Response	Response %	Number
Yes	50%	n = 5
No	50%	n = 5

The preceding are the results of the data collected regarding the familial factor, that being whether any students had been either in a fight or had suffered physical abuse at the hands of someone else. Fifty (50%) percent yes and fifty (50%) said no. By this we can tell that at least half, (50%) percent, of the students had suffered through some type of abusive situation.

Question 13: Would you break the same rule again?

Response	Response %	Number
Yes	0 %	n = 0
No	100%	n = 10

The preceding are the results of the data collected regarding the familial factor, that being that after a student has been discipline for breaking a classroom/school rule whether they would commit that same offense again. One hundred (100%) percent said they WOULD NOT commit a similar offense. This would lead us to believe that school rules can be reinforced through the proper administration of discipline through In School Suspensions (ISS) and Out of School Suspensions (OSS). This is a very positive point for teachers and school administrators.

Question 14: Do you need to apologize to anyone?

Response	Response %	Number
Yes	20%	n = 2
No	80%	n = 8

The preceding are the results of the data collected regarding the familial factor, that being whether students felt they needed to apologize to anyone because of past behavior on their part. Twenty (20%) percent said yes. Eighty (80%) percent said no.

This shows that either eighty (80%) did not feel a apology was necessary or believed that they could not bring themselves to offer someone a apology for their past behavior.

Question 15: Have you ever been held back a grade?

Response	Response %	Number
Yes	50%	n = 5
No	50%	n = 5

The preceding are the results of the data collected regarding the familial factor, that being whether any students had experienced a position where their poor grades or poor behavior had led to them being put back a grade by having them repeat that same grade level the following school year. Both fifty (50%) percent of the students responded with a yes and no answer. Therefore fifty (50%) percent of the students HAD BEEN “held back” a grade level previous to the survey question and fifty (50%) percent HAD NOT been held back a grade level.

Question 16: Do you know why you were suspended the last year?

Response	Response %	Number
Yes	80%	n = 8
No	20%	n = 2

The preceding are the results of the data collected regarding the familial factor, that being whether the student knew why they had been disciplined the last time a teacher had done so. Twenty (20%) percent said no. Eighty (80%) percent said yes. This means that eighty (80%) percent of the students understood why, and how, they would, or had been, disciplined for their offense of school rules. Twenty (20%) percent either did not understand why they were disciplined or the rules may have been too vague or the student did not feel the discipline was proper at the time of the offense.

Question 17: Have you ever been suspended for not doing what you were told to do?

Response	Response %	Number
Yes	60%	n = 6
No	40%	n = 4

The preceding are the results of the data collected regarding the familial factor, that being whether any of the students who had been disciplined because they committed a school offense by not doing what they had been instructed to do. Forty (40%) percent said no. Sixty (60%) percent yes. Therefore sixty (60%) percent admitted that they had purposely disobeyed a teacher's request to perform a task or assignment and knew that they would be disciplined for it. Forty (40%) percent said they had not been suspended or that when the teacher pointed out that they could be disciplined they obeyed their teacher.

Question 18: Have you ever threatened or bullied anyone?

Response	Response %	Number
Yes	20%	n = 2
No	80%	n = 8

The preceding are the results of the data collected regarding the familial factor, that being whether a student had ever threatened or bullied another student. Twenty (20%) percent said yes. Eighty (80%) percent said no. Therefore eighty (80%) percent of the students had never engaged in threatening or bullying anyone else. Twenty (20%) percent admitted to threatening or bullying someone else. Do these twenty (20%) percent also represent any of the students also addressed YES to questions 3, 5, 7, 12 and 17

were they say they were angry, had skipped, had abused someone, fought or knew they

Revised 9/07

would be suspended for an action they KNEW would bring a suspension?

Question 19: Have you ever verbally abused anyone?

Response	Response %	Number
Yes	20%	n = 2
No	80%	n = 8

The preceding are the results of the data collected regarding the familial factor, that being whether any students had used verbal abuse toward another student or classmate. Twenty (20%) percent said yes. Eighty (80%) percent said no. This would indicate that eighty (80%) percent of the students either had a good upbringing at home or class rules were positively being followed. Twenty (20%) percent either had a poor upbringing or did not feel the rules against verbal abuse toward others pertained to them or they were not afraid to suffer the discipline if they were caught verbally abusing someone.

Question 20: Have you ever been suspended for breaking school property?

Response	Response %	Number
Yes	20%	n = 2
No	80%	n = 8

The preceding are the results of the data collected regarding the familial factor, that being whether any of the students had been suspended for breaking, or damaging, school property. Twenty (20%) percent said yes. Eighty (80%) percent said no. Clearly either twenty (20%) percent of the students either didn't understand the rules or didn't

care that they would be disciplined if they did damage school property. Twenty (20%) percent either did understand the rules or were brought up to respect the property of others.

Summary of General Statistics and Conclusion

We know from previous research that In School Suspensions (ISS) and Out of School Suspension (OSS) give administrators and teachers the levels of control they need to properly conduct the guidance and tutoring that our students need. We also know that certain kinds of discipline may have short and long term effects on current and future student behavior. The research questions were designed to provide a insight into the attitude of those students that had been previously disciplined by existing school suspension rules of conduct and whether this the ten (10) students who had been previously disciplined had varying attitudes towards the rules, the teachers and their classmates. The following can be stated as to the attitude of the ten (10) students questioned:

- A.** Sixty (60%) percent said the teachers did not look at them differently after they returned from suspension while forty (40%) percent did think they were treated differently.
- B.** Thirty (30%) percent said they were not allowed to make-up the lessons they missed.
- C.** Twenty (20%) percent returned to class with angry sentiments.
- D.** Seventy (70%) percent were not offered anger management counseling when they returned from suspension.
- F.** All ten (10) students missed a minimum of seven (7) days and one (1) student missed twelve (12) days.
- G.** Twenty (20%) percent of the students admitted to being abused at home.
- H.** Twenty (20%) percent said their teachers did not keep their classrooms

under control during teaching sessions.

I. Forty (40%) percent were not allowed to participate in drawing up the classroom rules of conduct.

J. Fifty (50%) percent had suffered abuse or had been involved in a fight.

K. Fifty (50%) percent had been held back a grade.

L. Twenty (20%) percent admitted to threatening or bullying a classmate or friend.

M. Twenty (20%) percent admitted to verbally abusing someone, and

N. Twenty (20%) percent admitted to breaking school property.

It could seemingly be said that all the “negative” statistics stated above must have a negative impact on the behavior of certain students and their attitude towards school, the administrators, the teachers, the classroom rules and their fellow friends and classmates. Negative attributes at home such as physical and verbal abuse and a disruptive family life most certainly will affect the way students perceive the world outside of their home life. Administrators and teachers can only improve on the classroom demeanor of these students with a past behavioral problem with continued upgrading of their interpersonal skills and involvement of ALL students in changing the conduct for a positive classroom atmosphere. Future studies should concentrate on the continued impact on the classroom behavioral issues all students encounter during their upbringing whether these “negative” influences come from their home, their neighborhood friends or their classmates. Some of these studies are beyond the scope of the average teacher and administrators and would be handled by professional sociologists and psychologists who are currently studying the behavioral issues of modern day students and the environments that can affect their behavior towards their families,

friends, administrators, teachers and fellow classmates. These studies are beyond the nature and scope of this paper.

Chapter V. Summary

Based on the findings from the OSS Survey (Appendix E), Out of School Suspensions (OSS), has negative influences on student's academic achievement and attitudes. Eighty percent (80%) of students surveyed had no remorse for what they were suspended for. Also, another profound element from the survey is OSS shows little reformation because most students were repeat offenders. This reflects that OSS is not the answer and perhaps In School Suspension (ISS) may be a viable alternative. Nevertheless, this study was limited because of time constraints. Thusly, additional research will have to be addressed to validate the hypothesis of OSS vs. ISS. For example, questions in the survey were yes and no questions and maybe ought to have been a Likert Survey. But because of the audience and the time constraints the outcome of determining whether or not OSS vs. ISS did not happen. Thusly, further research is recommended. Based on the review of the literature, it can be concluded that for students to meaningfully involve themselves in learning in the classroom, this will require that the student be present when constructive instructive instruction is being given by the teacher. To be absent because of (ISS) or (OSS) has a negative influence on academic achievement. Many struggling learners believe that academically they will fail and become frustrated. Students should be encouraged and motivated by teachers to help them understand how schoolwork can help they achieve personally important goals. Removal whether (ISS) or (OSS) reduces instruction time and disrupts the learning process "resulting in students falling behind." adds Adams (1992). There is also a clear relationship between suspension and expulsion and failing grades. Safer and associates (1981) find that 52% of suspended or expelled students had failing grades associated

with these punishments. There appears to be a correlation between disciplinary problems and school dropout, according to Wehlage and Rutter (1986). Similarly De Ridder (1990) finds suspension and expulsion listed in the top three school-related reasons given for dropping out. Freiberg (1995) identifies multiple studies done in Texas schools ranging from kindergarten to 12th. Grade that incorporated democratic, caring classroom management strategies. These schools had 40% to 60% less discipline referrals and the students made statistically significant gains in academic excellence. Chemlynski (1996) views democratic classroom as a positive process, affirmed the students' individuality, set mutual realistic classroom limits and guidelines, and built cooperation without using coercion. A democratic social environment in the classroom, according to Wentzel (1989) gave the students the opportunity to pursue academic goals and to create mutually agreed upon standards for academic and behavioral performance.

Conclusion

In conclusion, further research surveys needs to be done on the elementary, middle and high school level of students. Also, their needs to be more precise and concrete questions to produce relevant outcome data to support In School Suspension. Presently, there is limited data that exist on out of school suspension statistics. Regardless of the rationale underlying suspension, Brooks and associates (1999) Nichols. Ludwin and Iadicola (1999) suggest that repeated suspension has been linked to a variety of negative outcomes for students, including academic failure, negative school attitudes, grade retention, and increased school dropout rate.

Recommendation:

Further research needs to be done on the elementary, middle and high school level of student's progress after OSS vs. ISS program implementation. Also there needs to be more empirical data

of the outcomes of out of school suspensions (OSS). Presently there are little definitive findings. However, this research may be a stepping-stone into establishing comparative data to support ISS programs vs. OSS programs.

References

- Adams, A. T. (1992). Public high schools: The use of rehabilitative and punitive forms of discipline: A final report. Washington DC: Office of Educational Research and Improvement.
- Bacon, E. H. (1990). Using negative consequences effectively. *Academic therapy*, 25, 599-611.
- Brooks, K., Schiraldi, V., & Ziedenberg, J. (1999). School house hype: San Francisco, CA: Center on Juvenile and Criminal Justice. Retrieved February 6, 2005, from www.cici.org
- Costenbader, V. K., & Markson, S. (1998). School suspension: A study with secondary school students. *Journal of school psychology*, 36, 59-82.
- Diem, R. A. (1988, October/November). On campus suspensions: A case study. *The High School Journal*, 36-39.
- Doll, B., & Lyon, M.A. (1998). Risk and resilience: Implications for the delivery of educational and mental health services in the school. *School psychology review*, 27(3), 348-363.
- Dupper, D. R., & Bosch, L. A. (1996). Reasons for school suspensions. *Journal for a just and caring education*, 2, 140-150.

- Eccles, J. S., Midgley, C., Wigfield, A., & Buchanan, C. (1993). Development during adolescence: The impact of stage-environment fit on young adolescents' experiences in schools and families. American Psychologists 48(2),90-101.
- Florida Department of Education. (1995). Florida school discipline study: 1994 Juvenile Justice Reform Act. A report to the Florida legislature. Tallahassee, FL: (ERIC Document Reproduction Service No. ED3 84
- Gootman, M. E. (1998). Effective in-house suspension. *Educational Leadership*, 56(1), 3 9-4 1.
- Henderson, J., & Friedland, B. (March, 1996). Suspension, a wake-up call: Rural educators' attitudes toward suspension (Report No. RC 020 545). Rural Goals 2000: Building Programs that Work. (ERIC Document Reproduction Service No. ED394749)
- Individuals with Disabilities Education Act Regulations, 34 C.F.R. §§ 300 and 303. (1999).
- Knoff, H. M. (2000a). The stop & think social skills program for children and adolescents: Teaching effective interpersonal and self-management skills. Longmont, CO: Sopris West.
- Lewis, T. J., Sugai, G., & Colvin, G. (1998). Reducing problem behavior through a school-wide system of effective behavioral support: Investigation of a school-wide social skills training program and contextual interventions. School Psychology Review 27, 446-459.

Massachusetts Board of Education. (199 1). Suspensions in the Massachusetts public schools.

Quincy, MA: Office of Planning, Research, and Evaluation. (ERIC Document Reproduction Service No. ED334333)

McFadden, A. C., Marsh, G. E., Price, B. J., & Hwang, Y. (1992). A study of race and gender bias in the punishment of school children. *Education and treatment of children*, 15, 140-146.

Mellard, D., & Seybert, L. (1996). Voices about school suspension, expulsion, and safety. Lawrence, KS: Center for Research on Learning. (ERIC Document Reproduction Service No. ED403639)

MeTzger Devon (2001) Rethinking Classroom Management: Teaching and Learning with Students. *Social Studies and the Young Learner* (2), 13-15.

Mendez, L. M., Knoff, H. M., & Ferron, J. M. (2002). School demographic variables and out of school suspension rates: A quantitative and qualitative analysis of a large, ethnically diverse school district. *Psychology in the schools*, 39(3), 259-277.

Morrison, G. M., & D'Incau, B. (1997). The web of zero tolerance: Characteristics of students who are recommended for expulsion from school. *Education and treatment of children*, 20, 316-335.

National School Board Association. (1994). towards better and safer schools. American school board journal, 152.

Nichols, J. D., Ludwin, W. G., & Iadicola, P. (1999). A darker shade of gray: A year-end analysis of discipline and suspension data. *Equity and excellence in education*, 32, 43-55.

Rosen, L. (1997). School discipline: Best practices for administrators. Thousand Oaks, CA: Corwin.

Skiba, R. J., Peterson, R. L., & Williams, T. (1997). Office referrals and suspension: Disciplinary intervention in middle schools. *Education and Treatment of Children*, 20, 295-315.

Sugai, G., & Homer, R. H. (1999). Discipline and behavioral support: Practices, pitfalls, & promises. Effective school practices 17 (4), 10-22.

Tobin, T., Sugai, G., & Colvin, G. (1996). Patterns in middle school discipline records. *Journal of emotional and behavioral disorders*, 4, 82-94.

Townsend, B. (2000). Disproportionate discipline of African American children and youth: Culturally-responsive strategies for reducing school suspensions and expulsions. *Exceptional children* 66, 3 81-3 9 1.

Velez, W. (1989). High school attrition among Hispanic and non-Hispanic White youths.
Sociology of education, 62, 119-133.

APPENDICES

Appendix A. Human Subjects Review/Faculty Approval Letter

APPROVAL REQUEST FOR STUDIES INVOLVING HUMAN SUBJECTS

**MARYGROVE COLLEGE
Institutional Review Board**

Type all information which you provide. Approval **MUST** be renewed annually if you continue to gather data. This form is for NEW submissions only. **IMPORTANT NOTICE: YOU MUST INCLUDE** the instrument(s) [i.e., survey(s), questionnaire(s), schedule(s)], and consent form(s)]. **Submit two copies of the completed form, any consent documents, instruments, etc. Submit 3 copies of each form if your subjects are minors involving more than minimal risk, juveniles in detention centers or prisoners.** Omission of these items **will delay** the review process.

Project Title: The Negative Aspects of Out-of-School Suspension vs. Alternatives that Promote Academic Achievement

Principal Investigator or Advisor

Name: Dr. Eugene R. Shaw

Department: Education

Office Address: 8425 W. McNichols Rd, MC 319, Detroit, MI 48221

Home Address:

Office Phone: 313-927-1317
eshaw@marygrove.edu

Home Phone:

E-mail

address:

Co-Principal or Student Investigator

Name: William C. Flanagain

Department Education (Griot)

Office Address: 25 Moss Street, Highland Park, MI 48203

Home Address: 25 Moss Street, Highland Park, MI 48203

Office Phone: 248-470-8648
kflanagain@aol.com

Home Phone: 313-865-4404

E-mail

address:

Is this work for your Master's Thesis? Yes ✓ No _____

Proposed Start Date of Project: 04-16-07 **Proposed End Date of Project:** 04-24-07

Has Funding been requested? Yes _____ No ✓ If yes, what is the source of funding? _____

This application is to be considered for (check only one box):

Revised 9/07

() Exempt Review* (☒) Expedited Review* () Full Review

*cite specific criteria from IRB Guidelines (attached)

Categories of Human Subjects to be studied: 5th Graders

Proposed Age Group of Subjects (range): _____ 12_yrs old _____

Proposed # of Subjects

10

Participants in Special Consideration Categories:

<input checked="" type="checkbox"/> Children under age 18	<input type="checkbox"/> Non-English Speaking individuals
<input type="checkbox"/> Cognitively-impaired persons	<input checked="" type="checkbox"/> Students
<input type="checkbox"/> Prisoners	<input type="checkbox"/> Wards
<input type="checkbox"/> Pregnant women	<input checked="" type="checkbox"/> Economically or Educationally Disadvantaged persons

☐ Other subjects whose life circumstances may interfere with their ability to make free choice in consenting to take part in research (please specify)

If any of these populations will be included in your study, on a separate sheet of paper, explain the rationale for including these vulnerable populations and ways in which they will be protected.

Appendix B. Acknowledge and Inform Consent Form

PROJECT OUTLINE

In order to review applications in an adequate and timely way, the Committee wishes to see the highlights of your study. We encourage you to use bullet formatting whenever possible, but to provide complete and accurate information. **Please do not attach your thesis proposal, grant application, etc. These cannot be processed by IRB and will be returned to you.**

Note: IRB review focuses on the scientific merit and adequacy of experimental design as well as on issues of safety and protection of confidentiality

Appendix C. Demographic Data Sheet

1. Project Description: State briefly but precisely the following: the purpose of the research, the research procedure (including what exactly participants will do as part of the study), method of data collection, and how the results will be disseminated (e.g., thesis, peer-reviewed journal, presentation). Attach questionnaires, interview scripts, etc. Coding sheets for video- or audio-tapes and other data collection procedures are required.

The purpose of this research study is to determine the negative aspects of out of school suspension as opposed to in school suspension and the alternatives that promote academic achievement. Statistical figures will be gathered from one school imposing suspensions on students for a variety of reasons. Then a consensus as to what the most frequent cause of students' suspensions are. This researcher will show

the passion for the students' need to be present in school so they can be educated.

- As part of the study, participants will complete a survey answering questions relating to how they view out of school suspension as opposed to in school suspension and alternatives that promote academic achievement.
- The method will be a quantitative questionnaire Survey for the purpose of the data collection.
- The results will be disseminated via thesis, oral presentation and excel spreadsheet.

2 **Benefits of Research:** Briefly describe the expected or known benefits of the research.

Indicate benefits specific to the research. Indicate benefits specific to the research participant in addition to longer term or more general benefits.

- The expected benefit of this research is to expand and provide more insight on not keeping students away from the learning environment. Parents, teachers and administrators will be able to bridge another communication gap with the new findings and assist students with academic achievement. It is with great hope that this research will help teachers with embracing the concept of using different in school suspension techniques and strategies.

3 **Subjects:** Describe how you intend to contact and recruit participants. Attach all written advertisements, posters and oral recruitment scripts. The exclusion of women and minorities in research studies must be specifically justified. If certain populations are intentionally excluded in your study, this needs to be well documented.

- I intend to survey ten (10) 5th grade students in the school that I am employed on a part-time basis.
- An informed consent form; acknowledgement and signature form will be collected if necessary. Survey interview will be done per referral from principal's office
- I will use the first 10 responses that are given in the interviews of twenty questions on survey.

4. **Safety:** State in adequate detail any anticipated physical, mental, emotional or social risk to the subjects of this research activity and the degree of likelihood that it may occur. Explain the procedure in detail and the rationale for using it. Describe measures to be taken to protect subjects from possible risks or discomfort. (Risks include even mild discomforts or inconveniences, as well as potential for disclosure of sensitive information.)

- The report of this study will not be available to any other person to be read without the participants' permission. The confidentiality of participants' records will be maintained unless law requires disclosure. Any participation in this research, however, completely voluntary. There are no foreseeable risks associated with this project. However, if the participants feel uncomfortable answering any questions, they have the right to withdraw at any point of the study, for any reason, and without any prejudice.

If the study involves deception, when and how will the subjects be debriefed?

(Generally, the nature of the deception and its necessity should be explained to the subjects).

5. Confidentiality: Describe in adequate detail what measures will be taken to protect the confidentiality of the data to be obtained and the subjects' right to privacy. Be explicit if data are sensitive. Describe coding procedures for subject identification. Include the method, location and duration of data retention. (Federal regulations require data to be maintained for at least 3 years. Your professional society may require you to keep it longer). If video- or audiotapes will be used, indicate how confidentiality of the material produced by such devices will be protected, and what will become of the recordings after the data has been collected.

- The potential participants will be informed as fully as possible of the nature and purpose of the research, the procedures to be used the potential of reasonably foreseeable risks and discomforts, and alternatives to participating in the research. The participants must understand what has been explained. Therefore, my responsibility is to provide the opportunity to the participants to ask questions and provide the answers. Furthermore, it is important to state that the participants' consent to participate in the research must be voluntary, and free of any coercion or promises of benefits unlikely to result from participation. Last but not least, the potential human subject must authorize his/her participation in the research study. The consent of the participants will most preferably be in writing, although at times an oral consent may be more appropriate. All records of the participants will be maintained confidentially, and the data collected will be retained for three years.
- Each participant will be given a number that is not related to their social security number, school identification number or any other number associated with any institution that they belong to. Each survey will reflect the identification number provided by the investigator.

6. Informed Consent: Describe the process by which informed consent will be obtained. If the participant is a child or mentally challenged, explain how the parent(s)/guardian(s) will be contacted for consent and how the researcher will ensure that the participant understands and assents to the research. Prepare and submit an appropriate consent form utilizing the attached Policy Concerning Informed Consent document. If using oral consent, please provide a copy (script) of the text you will use.

**Federal regulations require that we have current consent form(s) being used on file.
Omission of consent form(s) will delay the review process.**

This page is to be signed by the principal investigator. If the PI is an undergraduate or graduate student, the faculty supervisor must also sign.

<div style="border-bottom: 1px solid black; margin-bottom: 5px;"></div> Signature of Principal Investigator	<div style="border-bottom: 1px solid black; margin-bottom: 5px;"></div> Date
---	--

NOTE: A research proposal by a graduate or undergraduate student **must** have the following statement signed by a faculty supervisor.

"I have examined this completed form and I am satisfied with the adequacy of the proposed research design and the measures proposed for the protection of human subjects. I will take responsibility for informing the student of the need for the safekeeping of all raw data (e.g., test protocols, tapes, questionnaires, interview notes, etc.) in a College office or computer file."

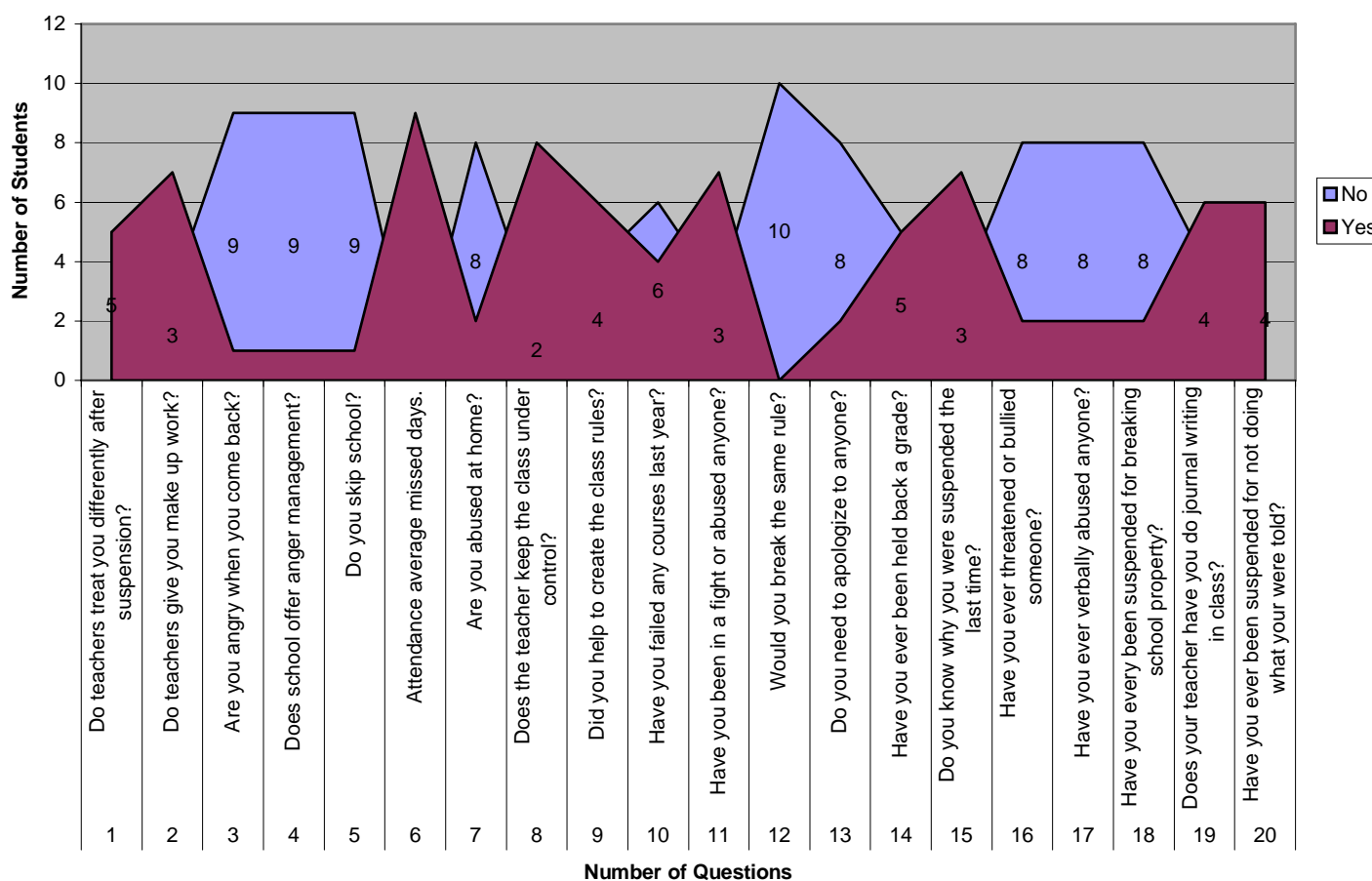
 Print Name and Title of Faculty Supervisor

 Signature of Faculty Supervisor

 Office Phone

 Date

Flanagain - Appendix D- Results of Out of School Suspension Survey Graph



Flanagain - Appendix E- Results of Out of School Suspension Survey Form

APPENDIX E - Out of School Survey Form/Questions

CHART RESULTS OF SURVEY

		No	Yes
1	Do the teachers look at you differently when you return from suspension?	6	4
2	Do teachers give you make up work?	3	7
3	Are you angry when you come back?	8	2
4	Does school offer anger management?	7	3
5	Do you skip school?	9	1
6	Attendance average missed days.	1	9
7	Are you abused at home?	8	2
8	Does the teacher have you do journal writing in class?	4	6
9	Does the teacher keep the class under control?	2	8
10	Did you help to create the classroom rules?	4	6
11	Did you have any failing grades on your report card last year?	6	4
12	Have you been in a fight or physically abused by anyone?	3	7
13	Would you break the same rule again?	10	0
14	do you need to apologize to anyone?	8	2
15	Have you ever been held back a grade?	5	5
16	So you know why you were suspended last time?	2	8
17	Have you ever been suspended for not doing what you were told to do?	4	6
18	Have you every been threatned or bullied by anyone?	8	2
19	Have you ever verbally abused anyone?	8	2
20	Have you ever been suspended for breaking school property?	5	5