

Increasing Respectful Behavior Through Verbal/Physical Recognition and Mini-Lessons With  
Ninth Through Twelfth Grade Students in Family and Consumer Science and Special Education

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## Abstract

The purpose of this action research project report was to improve students' respectful behavior. A total of 80 students of the teacher researchers participated. The included 26 Fashion & Apparel 1 students, 45 Childcare & Development 1 students, and 9 World History high school students. Teacher Researchers A and B ran their study from August 23<sup>rd</sup>, 2010 until October 15<sup>th</sup> 2010; Teacher Researcher C ran the study from August 10<sup>th</sup>, 2010 until December 17<sup>th</sup>, 2010.

Students' disrespectful behavior included not doing homework, being off task, missing materials, lack of participation, talking out of turn, being tardy, speaking with negative intention, swearing, wearing inappropriate clothing, truancy, public displays of affection, verbal altercations, and physical altercations. The three tools used to document evidence of these behaviors included an observation checklist, a parent survey, a student survey, and a teacher survey. Based on the student and parent surveys, the most agreed upon disrespectful behaviors that subjects believed to be disrespectful in school were speaking with negative intention, swearing, and talking out of turn. The teacher researchers most observed behaviors were not doing homework, being off task, and missing materials.

The teacher researchers chose to implement three interventions, including physical recognition, verbal recognition, and mini-lessons examining respectful and disrespectful behavior. Physical recognition included giving out raffle tickets, candy, and school supplies that rewarded students who were showing respectful behavior. Verbal recognition was provided by the teacher researchers to positively reinforce students exhibiting respectful behavior. The teacher researchers noted that "positive classroom environments have been associated with academic achievement" (Fraser, 1991, Wang, Haretal & Walberg, 1994, & Wentzel, 1994, as cited in Burnett, 2002, p. 8). In addition to recognition, the teacher researchers conducted discussions and role plays, with mini lessons on respect. The teacher researchers tried to elevate students' awareness of their behavior since studies have shown that "in educational settings, self-monitoring has been found to improve on-task academic behavior and disruptive classroom behavior" (Freeman & Dexter-Mazza, 2004, Hoff & DuPaul, 1998, & Shapiro et al., 2002, as cited in Axelrod, Zhe, Haugen, & Klien, 2009, p. 325).

One of the most notable results of the study was that not doing homework went from a top concern during pre-documentation to not making the top 6 of 12 behaviors noted during post documentation. However, talking out of turn became the most notable behavior during post documentation, and was not in the top four during pre-documentation analysis. The teacher researchers believe that during the interventions, students discovered others as well as themselves exhibiting disrespectful behavior, that during pre-documentation were unrecognizable as disrespectful.

## **Chapter 1**

### **Problem Statement and Context**

#### **General Statement of the Problem**

The students included in this action research project were Family and Consumer Science and Self-Contained Special Education students ranging from freshman to seniors in a suburban area high school. The action research project was conducted by two Family and Consumer Science teachers and one Self-Contained Special Education teacher between the dates of August 23<sup>rd</sup> through December 17<sup>th</sup>, 2010. The problem occurring was student misbehavior in the classroom. This behavior made it difficult for teachers and students to get the most out of instruction time. Data was collected for this problem via a behavior checklist and teacher, student, and parent surveys.

#### **Immediate Context of the Problem**

Three research teachers conducted this research project at one site. The site was a high school that was part of a community unit school district. The grade levels that were included in the data were freshman, sophomores, juniors, and seniors in high school.

The high school was a public school district in rural northwestern Illinois. The school was located near Section 8 Housing projects and a vast golf course. The unit district and state data was from the Illinois School Report Card, 2009 Illinois School Profile, and personal communication with the Building Principal (November 16, 2009).

Refer to Table 1 and note that the majority (51.3%, n=1,241) of the students in the school were Caucasian. The school also had a large Hispanic population (38.2%, n=942) which was significantly larger than the state average. The other four ethnicities represented consisted of (6.9%, n=167) African-Americans, (2%, n= 48) Asian/Pacific Islander, (0.2%, n=5) Native American, and (1.4%, n=34) Multiracial/Ethnic.

Table 1

*Total Enrollment and Racial Ethnic Background of Students by Percentage*

	Total Enrollment	Caucasian	African American	Hispanic	Native American	Asian/Pacific Islander	Multiracial/Ethnic
High School	2,420	51.3	6.9	38.2	0.2	2	1.4
District	19,329	59.7	4.9	26.9	5.5	0.2	2.9
State	2,070,125	53.3	19.1	20.8	4.1	0.2	2.5

Refer to Table 2 and note the high school's low-income population of 46.4% (n=1,123) was much higher than the district's low-income population of 32.2% (n=6,224). The high school's low-income population was also higher than the state's low-income population of 42.9% (n=888,084). The school's mobility rate (26.5%) was 51% higher than the district's mobility rate (12.4%) and 47% higher than the state's mobility rate (13.5%). The school had a lower attendance rate (91.2%) than either the district's attendance rate of (94.6%) or the state's attendance rate of (93.7%).

Table 2

*Socioeconomic Status, English Proficiency, and Other Student Background Information by Percentage*

	Low-Income Rate	Limited English Proficient Rate	Mobility Rate	Attendance Rate
High School	46.4	5.7	26.5	91.2
District	32.2	11.8	12.4	94.6
State	42.9	8	13.5	93.7

The majority (93%, n=1,093) of the district's teachers were Caucasian, which was much higher than the percentage of Caucasian students (51.3%, n=1,241). Of the teachers in the

district, 5.4% were Hispanic, which was significantly lower than the percentage of Hispanic students (38.2%). The district teachers consisted of 22.1 % (n=260) males and 77.9% (n=915) females, while the state consisted of 22.9% (n=30,461) males and 77.1% (n=102,556) females. The average teacher in the district had 10.4 years of experience which was slightly less than the state average of 12.5 years. The percentage of teachers in the district with a graduate degree was 63.8% (n=750), which was higher than the state average of 55.8% (n=74,223). The average teacher's salary in the district was \$59,028, which was slightly lower than the average teacher's salary in the state, being \$61,402. The high school's average class size was 21 students which was slightly higher than the state's average class size of 19.2 students per class.

This high school consisted of 13 educational departments with 156 teachers. The departments included the following number of teachers: Art (n=5), Bilingual (n=5), Business (n=7), English (n=18), Family and Consumer Science (n=6), Foreign Language (n=8), Industrial Technologies (n=7), Mathematics (n=22), Music (n=5), Physical Education (n=15), Science (n=18), Social Studies (n=17), and Special Education (n=23). These numbers included seven Divisional Heads who also taught classes. The high school's administration structure consisted of one principal, two associate principals, three assistant principals, seven division heads, two supervisory deans, one Freshman Academy coordinator and nine school councilors.

The 2009 Illinois School Profile states the high school's graduation rate was 99.1 % which was significantly greater than the state's average of 87.1%. The Prairie State Achievement (PSAE) was the state's measure of the high school's junior class's educational outcomes. Note in Table 3 that this high school did not meet state standards in any of the three tested areas.

Table 3

*Prairie State Achievement Exam (PSAE) Results by Percentage Meeting or Exceeding Standards for 2008*

	Reading	Mathematics	Sciences
High School	47.9	41.5	38.8
State	56.9	51.6	50.5

The American College Testing (ACT) Assessment was the state's measure of high school's students' general educational development and their capability to complete college level work. Note in Table 4 that the high school did not meet district or state averages in any of the tested areas. Due to the fact that the high school did not meet Annual Yearly Progress (AYP) on ACT scores for two years after being placed on Academic Early Warning Status (AEWS), the high school was placed on Academic Watch Status (AWS) during the academic year 2005-2006.

Table 4

*American College Testing (ACT) Assessment: Graduating Class of 2009 by Average Scores*

	Composite	English	Mathematics	Reading	Science
School	19.3	18.7	19.2	19.2	19.4
District	20.4	20	20.3	20.6	20.4
State	20.6	20.2	20.6	20.5	20.5

The high school's Missions Statement was, "Every member of our learning community will strive for excellence, find strength in diversity, value collaboration, and model effective practices" (Research Site, n. d.). The high school's unique programs included Freshman Academy, Positive Behavioral Interventions and Supports (PBIS), Voices, Advancement Via

Individual Determination (AVID), Peer Tutoring, and Take Charge. Freshman Academy was a program designed to encourage student participation in school at the start of their high school experience. PBIS was a program designed to encourage positive, respectful, and responsible behavior; in return students will be more productive -members of the school as well as society. Voices was a student-lead committee consisting of all grade levels of the students body: Their purpose was to create change in the school requested by student suggestion. AVID was a program designed to help students who are the first generation within their family to attend a college. They must be struggling students who show potential to succeed. Peer Tutoring was a program of students tutoring students that was designed to benefit both the tutor and the tutee. Take Charge was an after-school program designed to help struggling students succeed in classes by teacher-tutoring.

### **Local Context of the Problem**

The surrounding community of the school was a moderate-sized suburb of approximately 37,397 people, located in the northwest suburbs of a major metropolitan city in the Midwest. The community was founded in 1837 by two brothers. In 1864, an iron foundry and blacksmith shop were established. In the 1870s and 1880s, German, Swedish, and Polish immigrants came to work in the factory. In the mid-1950s, the first subdivision was established followed by a shopping mall (City Search, n. d.). Currently within the community, recreational and cultural opportunities included a golf club, a recreation and fitness center, a bowling alley, a movie theater, and a Martial Arts center, and numerous restaurants.

The racial and ethnic background of the community was 68.8% Caucasian, compared to the 79.1% in the state. There was a dramatic difference between the Hispanic or Latino

population of the community at 40.6%, and the state at 4.9%. The African-American population was significantly smaller in the community at 4.2%, than in the state at 14.9%.

Table 5

*Racial and Ethnic Background of the Community and the State by Percentage*

	Caucasian	African American	American Indian and Alaska Native Persons	Asian	Native Hawaiian and Other Pacific Islander	Persons reported two or more races	Hispanic or Latino
Community	68.8	4.2	.6	2.0	.1	3.5	40.6
State	79.1	14.9	.3	4.3	.1	1.2	15.2

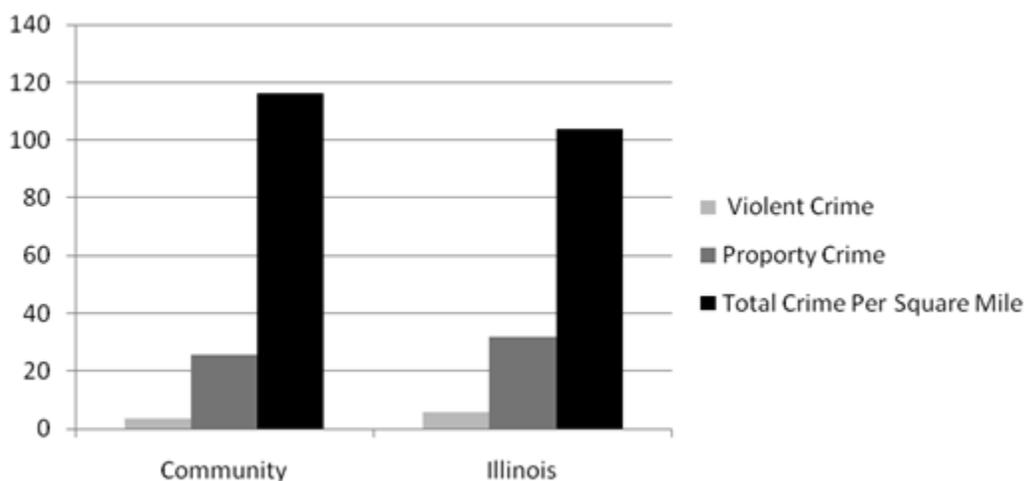
The median age of the surrounding community was 28 years, and 79.9% of residents owned a housing unit whose median value was \$116,300. The median household income was \$54,526, while the per capita was \$17,424. The median state income was 63,121, which was higher than the median household income of the community (U.S. Census Bureau, 2000).

Of the male population, 5% in the community did not receive any schooling, 26% received less than a high school diploma, 25.6% received a high school diploma (or equivalency), 8% received a bachelor's degree, and 3% received a master's degree or above. Of the female population, 4% received no schooling, 21% received less than a high school diploma, 31% received a high school diploma (or equivalency), 10% received a bachelor's degree, and 2.5% received a master's degree or above.

Of the 13,538 employed civilians over 16 years old, 2,669 (20%) were in management, professional, and related occupations; 1,980 (15%) were in service occupations, 3,978 (29%) were in sales and office occupations, and 60 (.4%) were in the farming, fishing, and forestry

industry. In addition, 1,508 (11%) were in construction, extraction, and maintenance occupations; 3,343(25%) were in production, transportation, and material moving occupations.

Refer to Figure 1, within the city limits, the number of violent crimes that occurred per 1,000 residents was 3.17 per year; the number of property crimes that occurred per year was 25.89; the total crimes per square mile for the town was 116. In comparison, the state's number of violent crimes that occurred per 1,000 residents was 5.67 per year; the number of property crimes that occurred per year was 31.66; the total of crimes per square mile for the state was 104 crimes per 1,000 residents annually. Overall, there were a reported 96 violent crimes and 784 property crimes that occurred annually within town limits (Neighborhood Scout, n. d.).



*Figure 1.* Number of Crimes Committed per 1,000 Residents

The number of teachers within the district was 1,335; the number of administrators was 100. The mission statement of the district stated that it, “is committed to helping students reach their potential as self directed learners and responsible citizens” (District Site, n. d.). District successes included gang awareness and traffic safety. The community passed a referendum in 2006 which allowed the district to build one new high school, three elementary schools, and add

substantial additions to two high schools and three middle schools. The district renovated all existing schools, and supplied equipment to accommodate the growth of an anticipated 7,200 students by the 2009/2010 school year.

The District concerns included gang activity, consistency of state required ACT scores, curriculum alignment, and common grading practices. Community support for the district included Parents and Chargers Together (PACT), Parent of Music Performers (POMP), donated park bench for the 2009 State Boys Basketball Championship, and donations to PBIS programs from countless local establishments.

### **National Context of the Problem**

School discipline continued to be one of the greatest issues in education. The public, as well as educators, continuously identified problem behavior as one of the greatest challenges schools face (Muscott et al., 2004). By having to handle behavior problems teachers cannot devote as much time to instruction (Johnson, 2009). Controlling student behavior was thought to be both one of educators' greatest challenges and the greatest deficits in their training and skills (Baloglu, 2007).

Teachers encountered challenging student behaviors daily, resulting in 22% of teachers' burnout rates. These behaviors included the following: disrespect, verbal abuse, fighting, student tardiness, and/or general classroom disorder. The significant amount of time and effort that it takes to combat these behaviors will impede on the end result of any education systems (Landers, Alter & Servilio, 2008). Stress from the job was also a contributing factor to the teacher burnout. Behavior issues were well-documented and an increasing challenge facing educators. Effective behavior management strategies that combat these challenges and promote safety for students

and adults are of considerable interest for the education system nationally (Wheatley et. al., 2009).

Productive and appropriate behavior was a necessary condition for effective teaching and learning to occur. This was an important product of education which society rightly expects. Society was expecting effective order and results from educators, while becoming increasingly impatient with a lacking of understanding if educators do not provide the desired and expect results (Baloglu, 2007).

### **Reflection**

When reflecting upon the Immediate and Local Context of the high school, we, the teacher researchers, believe that the following factors contribute to the problem causing challenging student behaviors: lack of family education attainment, socioeconomic status, and lack of English proficiency. The fact that nearly one fourth of the adults in the community have not attained a high school diploma may affect students' views regarding the importance of education. The large number of low-income students within the school suggests that many of our students are constantly battling survival resources (money, food, clothing, heat, etc.) and studying is possibly less of a concern. The lack of English proficiency can be extremely frustrating for students, and -adds to the challenges of understanding curriculum. All of the ideas mentioned can contribute to the lack of respect for education that we see within the high school.

## Chapter 2

### Problem Documentation

The purpose of this research was to increase respectful behavior through verbal/physical recognition and mini lessons with 9<sup>th</sup> through 12<sup>th</sup> grade students. The evidence was collected from a behavior checklist, teacher survey, parent survey, and student survey between August 23<sup>rd</sup> and September 10<sup>th</sup>, 2010.

### Evidence of the Problem

The purpose of this research was to increase respectful student behavior. In order to document the lack of respect, four tools were utilized: observation behavioral checklist, a parent survey, a student survey, and a teacher survey. These tools were utilized by three teacher researchers in three different high school classrooms. The subjects included 80 students in Childcare and Development 1 (n = 45), Fashion and Apparel 1 (n= 26), and World History (n=9), ranging from 9th through 12th grade. Teacher Researchers A and Bs' documentation was collected over a one-week period from August 23<sup>rd</sup>, 2010 through August 27<sup>th</sup>, 2010. Teacher Researcher C's documentation was collected over a two-week period from August 30<sup>th</sup>, 2010 through September 10<sup>th</sup>, 2010.

### Observation Behavior Checklist.

The observation behavior checklist (Appendix A) was used to collect data regarding disrespectful behavior from the students in the teacher researchers' classrooms. The observation behavior checklist was administered in each teacher researcher's classroom to a total of 80 students, during the pre-documentation period from August 23<sup>rd</sup> through September 10<sup>th</sup>, 2010. The observation behavior checklist consisted of 13 behaviors that some may consider to be disrespectful including *swearing, talk out of turn, tardy, truancy, not doing homework, public*

*display of affection, missing materials, speaking with negative attention, off-task behavior, verbal altercation, physical altercation, not participating, and inappropriate clothing.* The results of the observation behavior checklist are presented in Figure 2.

Figure 2 shows students' disrespectful behavior as observed by the three teacher researchers. Of the disrespectful behavior observed, 31% (n=39) not doing homework, 26% (n=32) off task, 17% (n=21) missing materials, and 13% (n=16) not participating were observed the most. These four behaviors accounted for 86% (n=108) of the total behaviors observed.

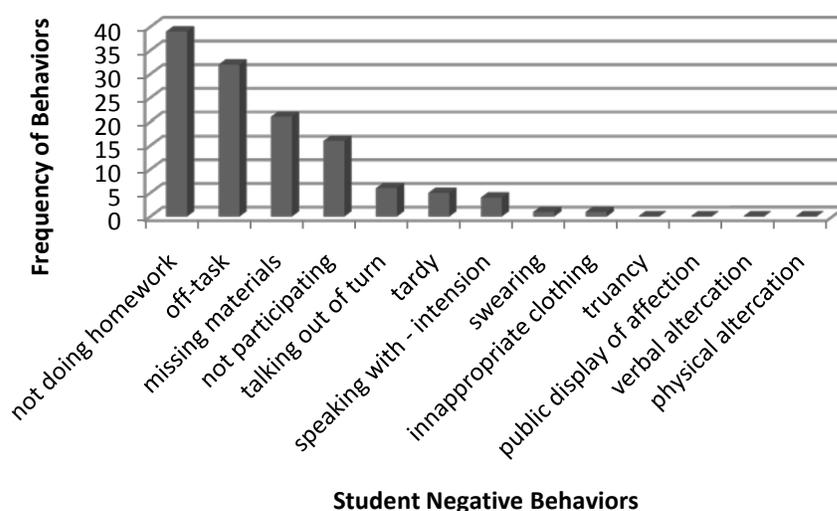


Figure 2. Observation Behavior Checklist (n=125)

### Parent Survey.

The parent survey (Appendix B) was used to gain insight into the thoughts of the parents. The parent survey (n=127) was distributed to students to take home to parents during the week of August 23, 2010. Students then returned the survey (n=75, 59%) in a manila envelope located on each teacher researcher's desk. The parent survey consisted of five questions. One question's response was a checklist of 12 behaviors that some may consider to be disrespectful including

*swearing, talk out of turn, tardy, truancy, not doing homework, public display of affection, missing materials, speaking with negative attention, off-task behavior, verbal altercation, physical altercation, and inappropriate clothing.* One question used on a four-point Likert scale with two anchors labeled four as *most respectful* and one as *least respectful*. One question was on a Likert scale with no numbers, consisting of *always, frequently, occasionally, and never*. Two questions consisted of frequency scales including the ranges: *0-3 times per day, 4-7 times, 8-11 times per day, and 12-15 times per day*.

Figure 3 shows parents' responses to behaviors that they consider disrespectful. The seven most frequent behaviors that parents identified totaled 76% (n=171) of the total behaviors (n=224) that they believed their children exhibited at school. These behaviors were: speaking with negative intention 15% (n=34), not doing homework 13% (n=28), missing materials 11% (n=24), off-task behavior 10% (n=23), talking out of turn 10% (n=22), swearing 9% (n=21), and being tardy 8% (n=19). Of the parents surveyed (n=75), 45% (n=34) believed speaking with negative intention is a behavior that their child exhibits in school.

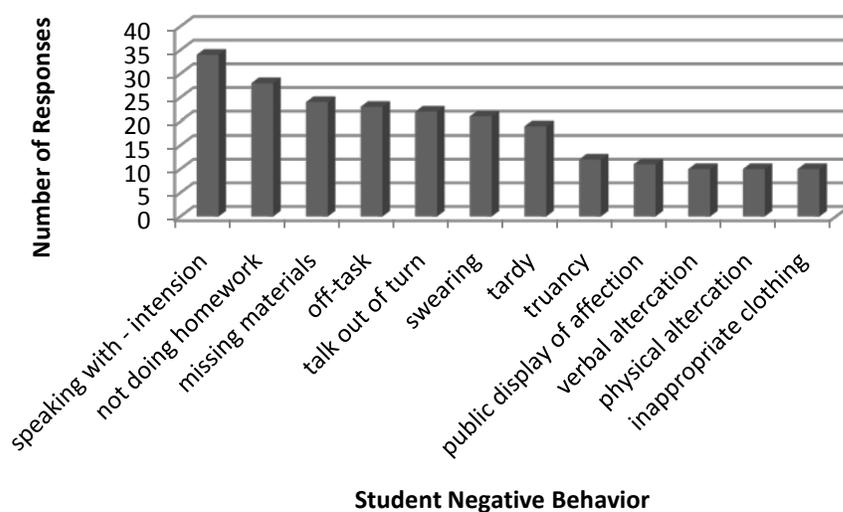


Figure 3. Parent Survey Behavior Checklist (n=224)

Parents rated their child's overall display of respectful behavior both at school and at home. Data for Figure 4 was on a four-point Likert scale with two of the four anchors labeled four as *most respectful* and one as *least respectful*. Of the 67 of 75 parents who completed this question, 93% (n=62) rated their child a 3 (n=32; 48%) or 4 (n=30; 45%) on their overall display of respectful behavior both at home, signaling they saw their children as more respectful than disrespectful.

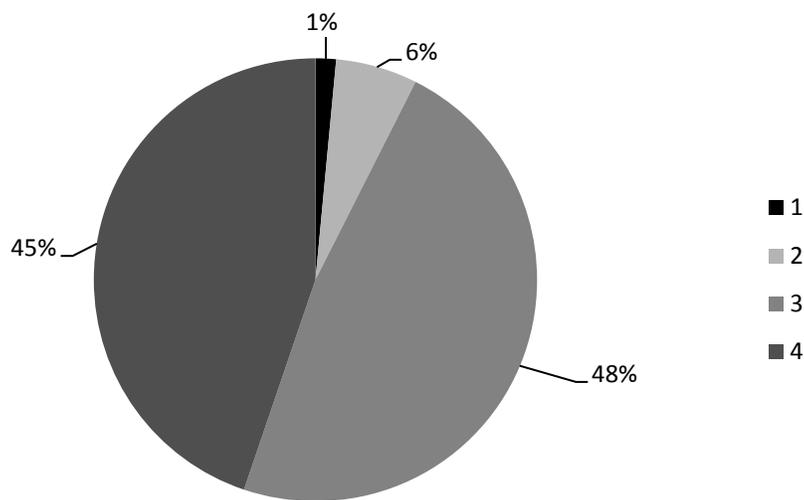
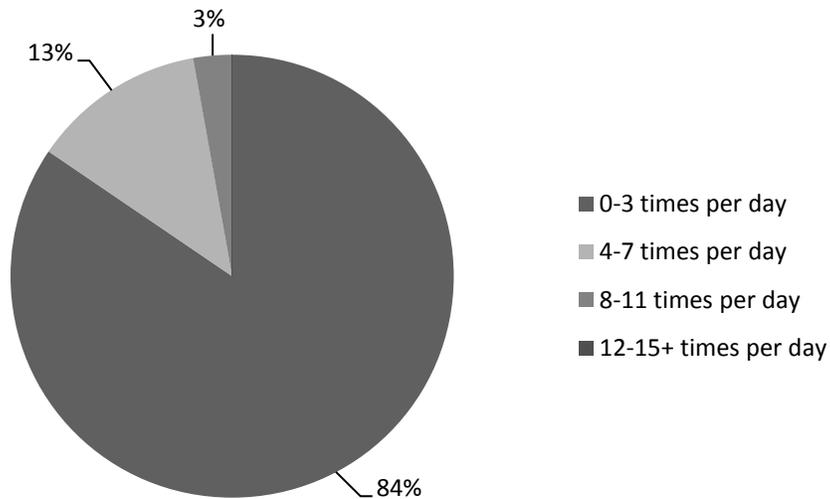


Figure 4. Parent Respect Rating (n=67)

Parents responded to how often they believe their child displays disrespectful behavior both at school and at home. Response to the question was on a frequency scale including the following ranges: *0-3 times per day*, *4-7 times*, *8-11 times per day*, and *12-15 times per day*. Figure 5 shows that of the 71 of 75 parents who answered this question, 84% (n=60) said their child displayed disrespectful behavior 0-3 times per day.



*Figure 5. Child Disrespect Frequency (n=71)*

Parents responded to how often they believed other students in their child's school displayed disrespectful behavior, negatively affecting their child's scholastic efforts. The question response consisted of a Likert scale consisting of *always*, *frequently*, *occasionally*, and *never*. Of the 70 parents who answered this question, data reveals in Figure 6 that 35% (n= 24) responded *Always* (n=6; 9%) and *Frequently* (n=18; 26%) to other students affecting their children's scholastic efforts because of disrespectful behaviors. While 53% (Note: Excel program did not round up as it did for the other ratings) (n=37) parents responded *Occasionally* to other students affecting their children's scholastic efforts because of disrespectful behaviors.

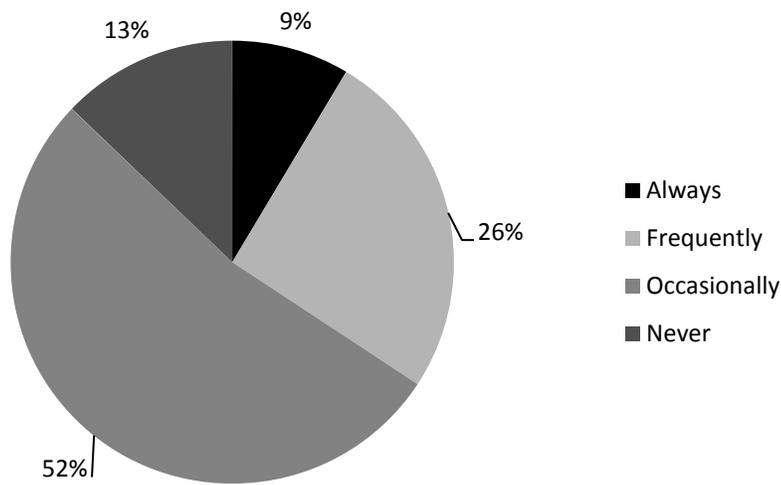


Figure 6. Affect of Disrespect Frequency (n=70)

Parents responded to how often they experienced their child's teacher displaying disrespectful behavior. Respondents answered the question on a frequency scale including the following ranges: *0-3 times per term*, *4-7 times per term*, *8-11 times per term*, and *12-15 times per term*. Figure 7 shows that of the parents surveyed (n=72), 86% (n=62) responded that teachers demonstrating disrespectful behavior to them *0-3 times per term*.

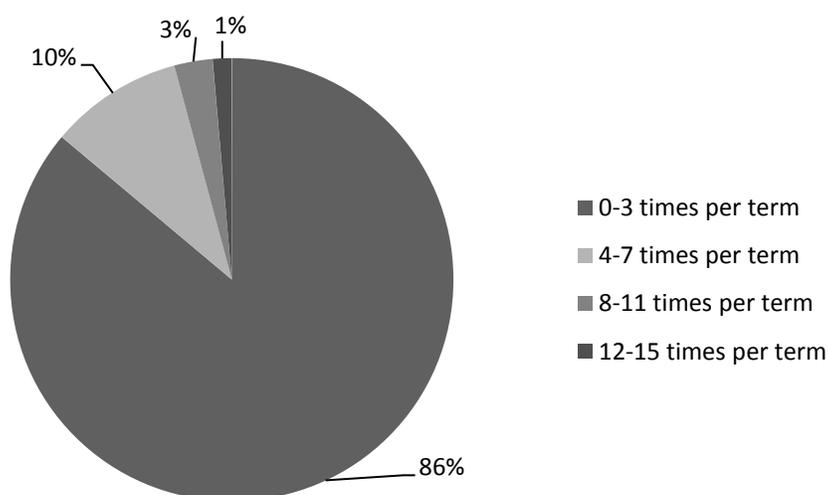


Figure 7. Teacher Disrespect Frequency (n=72)

### Student Survey.

The purpose of the student survey (Appendix C) was to gather information about the problem of student disrespect. On August 23, 2010 Teacher Researcher A and Teacher Researcher B distributed the student survey (n=117) and collected them on August 27, 2010. On August 30, 2010 Teacher Researcher C distributed the student survey (n=9) and collected them on September 10, 2010. Of 126 surveys distributed, 80 were returned in a manila envelope on each teacher researcher's desk for a 63% rate of return. The student survey consisted of five questions. One question's response was a checklist of 12 behaviors that some may consider to be

disrespectful including *swearing, talk out of turn, tardy, truancy, not doing homework, public display of affection, missing materials, speaking with negative attention, off-task behavior, verbal altercation, physical altercation, and inappropriate clothing*. One of the questions was on a four-point Likert scale with four being *most respectful* and one being *least respectful*. One other question was on a Likert scale consisting of *always, frequently, occasionally, and never*. Two questions consisted of a frequency scale including the following ranges: *0-3 times per day, 4-7 times, 8-11 times per day, and 12-15 times per day*.

Figure 8 shows students' responses to behaviors that they consider disrespectful (n=599). Swearing (n=64; 11%), speaking with negative intention (n=63; 11%), and truancy (n=62; 10%) accounted for 32% (n=189) of the total behaviors observed. These three behaviors were closely followed by physical altercations (n=56; 9%), talking out of turn (n=53; 9%), and verbal altercation (n=51; 9%), accounting for 27% (n=160) of the students observed behaviors. These top six behaviors totaled 349 of the 599 (58%) observed student behavior.

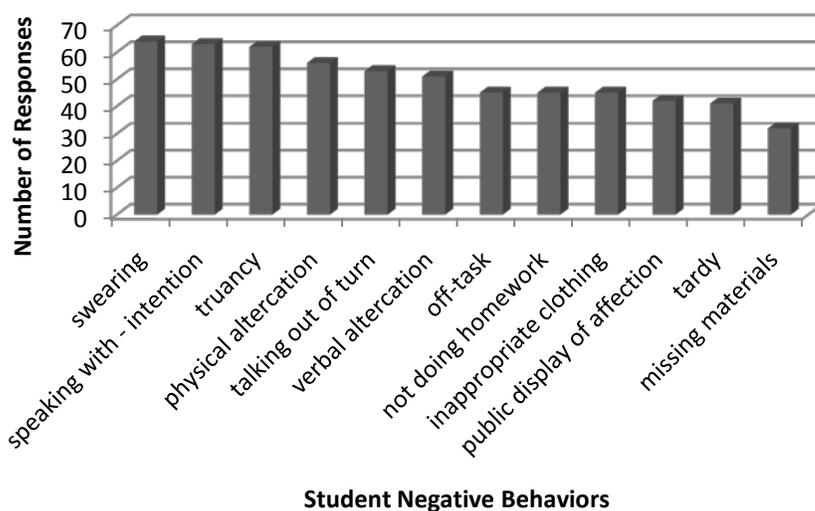


Figure 8. Student Survey Behavior Checklist (n=599)

Students (n=77 of the 80) rated their overall display of respectful behavior at school.

Figure 9 represents a four-point Likert scale with two of the four anchors labeled, four as *most respectful* and one as *least respectful*. Of the students surveyed, 90% (n=69) rated themselves a 3 (n=36; 47%) or 4 (n=33; 43%) on their overall display of respectful behavior at school.

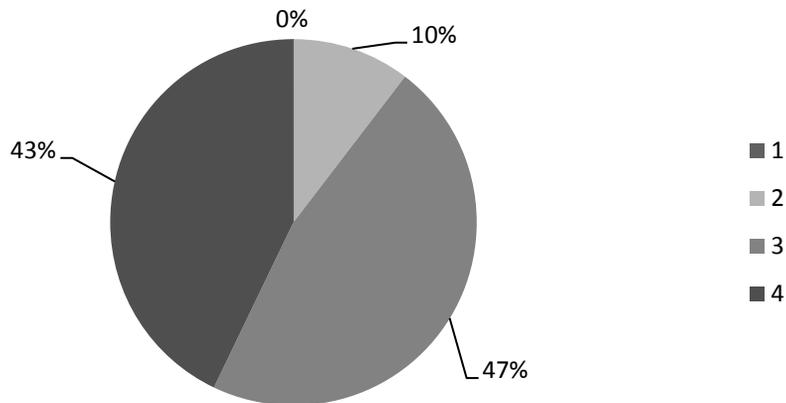
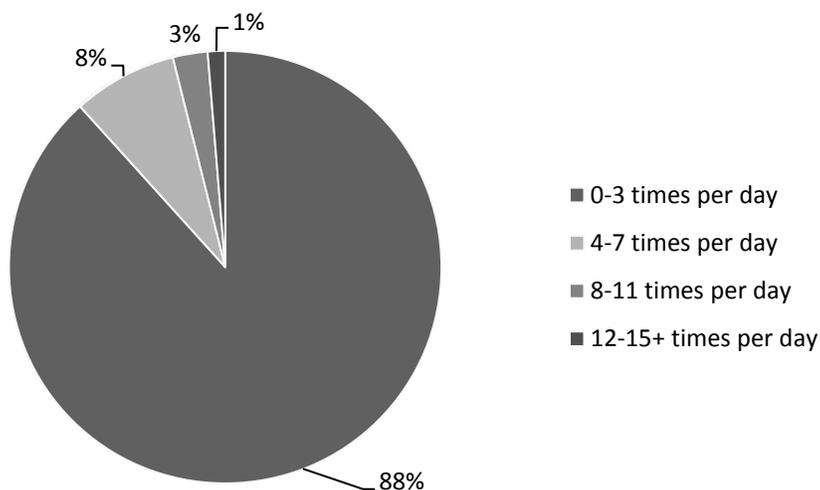


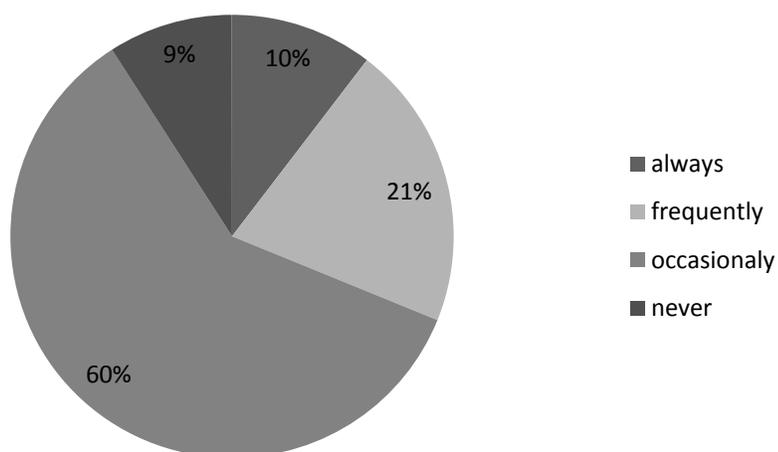
Figure 9. Student Respect Rating (n=77)

Students responded (n=77 of 80) to how often they believe they display disrespect in a day. Figure 10 represents a frequency scale consisting of the following ranges: *0-3 times per day*, *4-7 times*, *8-11 times per day*, and *12-15 times per day*. Of the students surveyed, 88% (n=68) said they displayed disrespectful behavior 0-3 times per day.



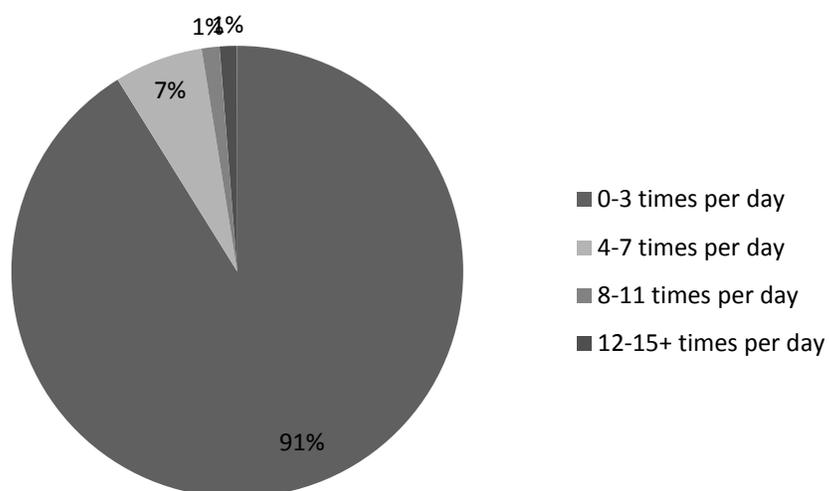
*Figure 10. Child Disrespect Frequency (n=77)*

Students responded (n=77 of 80) to how often they believed other students in school displayed disrespectful behavior, negatively affecting their scholastic efforts. Figure 11 represents a Likert scale consisting of *always*, *frequently*, *occasionally*, and *never*. Over two thirds (n=53; 69%) of the students responded *occasionally* (n=46; 60%) or *never* (n=7; 9%) to other students affecting their scholastic efforts because of disrespectful behaviors.



*Figure 11. Affect of Disrespect Frequency (n=77)*

Students responded to how often they experienced their teacher display disrespectful behavior (n=79). Figure 12 represents a frequency scale including the following ranges: *0-3 times per day*, *4-7 times*, *8-11 times per day*, and *12-15 times per day*. Of the students surveyed, 91% (n=72) responded teachers demonstrating disrespectful behavior to them 0-3 times per day.



*Figure 12. Teacher Disrespect Frequency (n=79)*

### **Teacher Survey.**

The teacher survey (Appendix D) was used to gain insight into the thoughts of the teachers regarding disrespectful behavior. The teacher survey was administered one time to 100 teachers and results were compiled for the 27 teachers who returned surveys. The survey was placed in the teachers' mailboxes in the afternoon of August 23, 2010. The completed surveys were placed into an envelope, located in Teacher Researcher A's mailbox no later than August 27, 2010. The teacher survey consisted of five questions. One question's response was a checklist of 12 behaviors that some may consider to be disrespectful including *swearing, talk out of turn, tardy, truancy, not doing homework, public display of affection, missing materials, speaking with negative attention, off-task behavior, verbal altercation, physical altercation, and inappropriate clothing*. One of the questions was on a four-point Likert scale with two of the four anchors labeled four as *most respectful* and one as *least respectful*. One other question was on a Likert scale with no numbers used, but *always, frequently, occasionally, and never*. Two questions consisted of a frequency scale including the following ranges: *0-3 times per day, 4-7 times, 8-11 times per day, and 12-15 times per day*.

Figure 13 shows teachers' responses to student behaviors that they consider disrespectful. Of the teachers, 12% (n=27) believe swearing, speaking with negative intention 12% (n=27), verbal altercation 12% (n=26), physical altercation 11% (n=25), public display of affection 9% (n=20), talking out of turn 9% (n=20), and inappropriate clothing 9% (n=19), are disrespectful. These top seven behaviors account for 74% (n=164) of the total tallied.

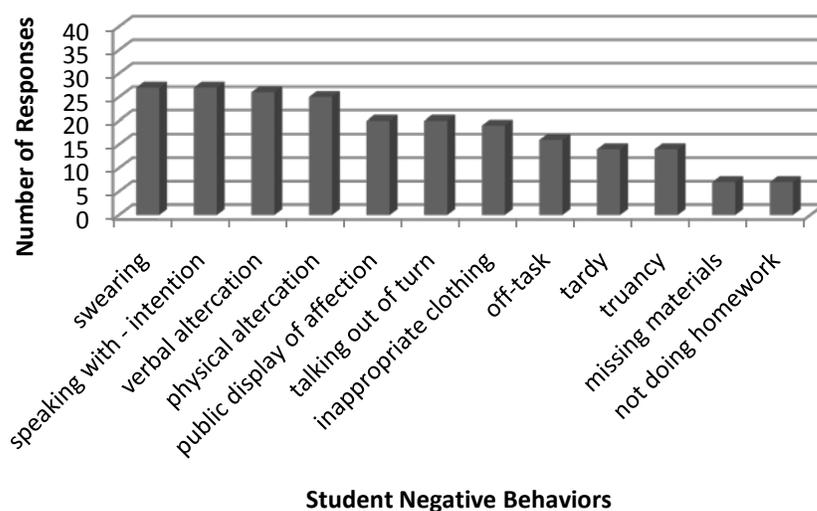


Figure 13. Teacher Survey Behavior Checklist (n=222)

Teachers responded with their opinion (n=27) on the level of student respect in school. Data for Figure 14 was on a four-point Likert scale with two of the four anchors labeled four as *most respectful* and one as *least respectful*. No teacher thought that a 1 (n=0) or a 4 (n=0) was an appropriate rating for the students at the school. In opposition, 67% (n=18) believed that a 3 was the appropriate rating for student level of respectful behavior.

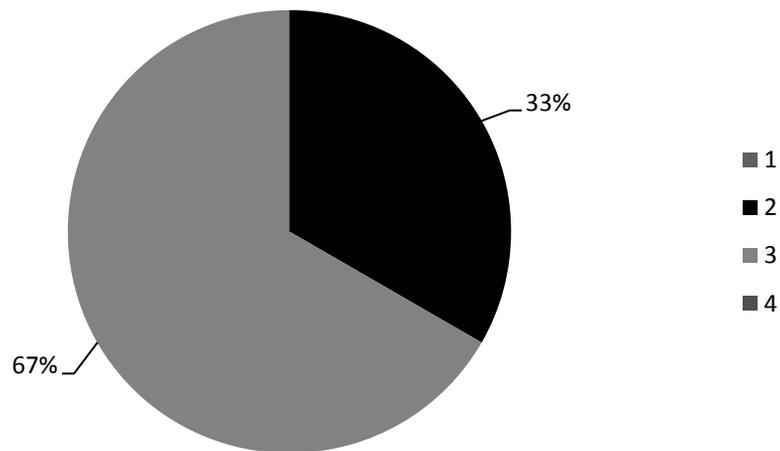
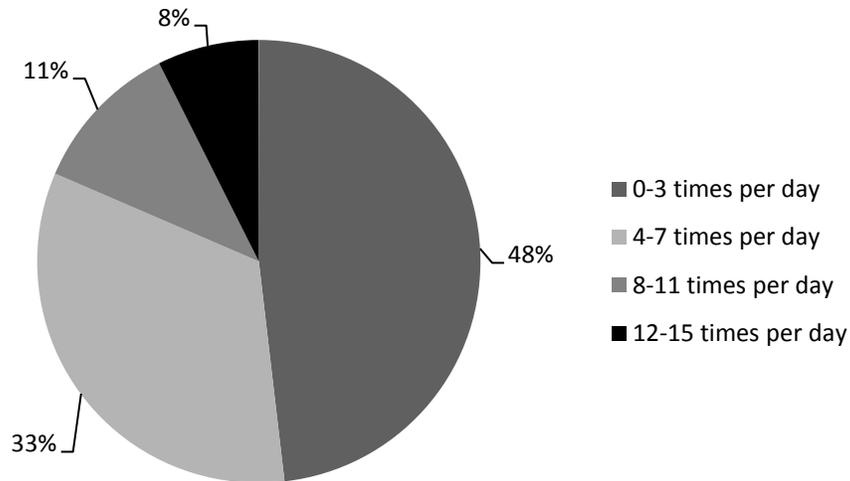


Figure 14. Teacher Respect Rating (n=27)

Teachers responded (n=27) with their opinion on the frequency of student disrespect in school. Figure 15 consisted of a frequency scale including the following ranges: *0-3 times per day*, *4-7 times*, *8-11 times per day*, and *12-15 times per day*. Notably, 48 % (n=13) of teachers believe that student disrespect negatively affect other students 0-3 times per day.



*Figure 15. Student Disrespect Frequency (n=27)*

Teachers responded (n=27) with their opinion on the frequency of student disrespect in school. Figure 16 was on a Likert scale consisting of *always*, *frequently*, *occasionally*, and *never*. Teachers commented on the frequency of student disrespect negatively affecting other students' scholastic behavior. Combined, 63% (n=17) of teachers believed that student disrespect *always* 30% (n=8) or *frequently* 33% (n=9) negatively affects other students' scholastic efforts.

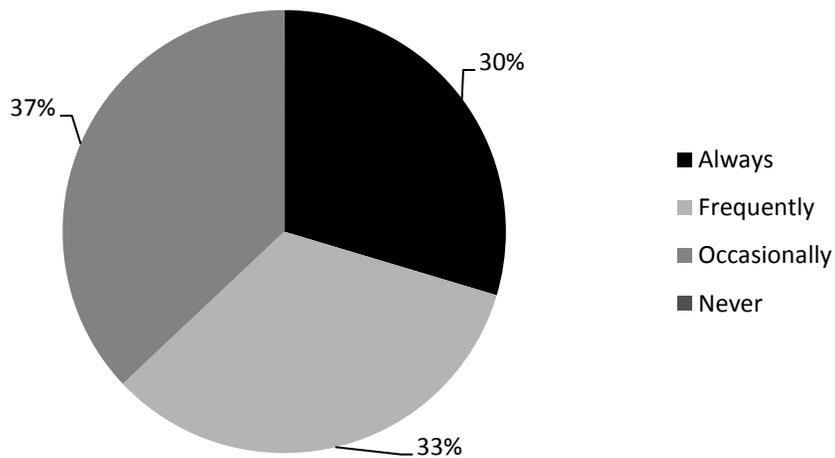
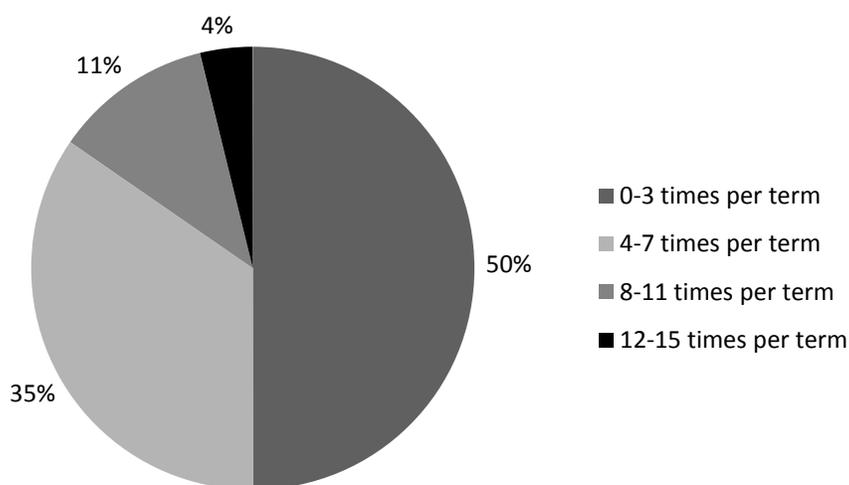


Figure 16. Affect of Disrespect Frequency (n=27)

Teachers (n=26 of 27) commented on the frequency of teachers displaying disrespectful behavior. Data for Figure 17 was rated on a frequency scale including the following ranges: *0-3 times per term*, *4-7 times*, *8-11 times per term*, and *12-15 times per term*. Half of the teachers believe that teachers only display disrespectful behavior 0-3 times per term (n=13). While 4% (n=1) believe that teachers display disrespectful behavior 12-15 times per day.



*Figure 17. Teacher Respect Frequency (n=26)*

## Summary

Based on the Observation Behavior Checklist, refer to Figure 2 for the four most observed disrespectful behaviors. They included not doing homework, off-task, missing materials, and not participating. Based on the Respect Rating, refer to Figure 4 and Figure 9, parents and students agreed that the overall display of respectful behavior was rated a three or four, signaling more respect than not. However, refer to Figure 14, teachers rated students overall display of respectful behavior a 3, no one thought a 4. Based on Disrespect Frequency, refer to Figure 5 and Figure 10, the data shows that the majority of students and parents believe that

student disrespect happens zero to three times per day. While only 48% of teachers (Figure 15) said student disrespect happens less than zero to three times per day. Based on Affect of Disrespect Frequency (Figure 11), 31% of students believed that they are always or frequently negatively affected by other students' display of disrespectful behavior; while 63% (Figure 16) of teachers believe that students are always or frequently affected by other students' display of disrespectful behavior. Based on Disrespect Frequency, parents (Figure 7) and students (Figure 12) agreed that teachers overall display of disrespectful behavior happens zero to three times per term and zero to three times per day, respectively.

### **Reflection**

Of the behaviors that parents, students, and teachers believed to be disrespectful, 'swearing', 'speaking with negative intension', and 'off-task behavior' were the only three behaviors that were notably consistent. As teachers, we observed 'not doing homework' as the behavior most often documented. Unfortunately, this behavior can be the beginning of a downfall in our students' educational careers. The majority of our students thought they were overall respectful. With this in mind, students do not realize the amount of disrespect that they are actually displaying and the impact that it can have on their success. This shows that students truly do not understand respect or the negative impact of being disrespectful. They need to be taught these skills because students' beliefs and practices are reflected in their parents' beliefs while they differ from the beliefs of teachers.

### **Probable Causes**

There are many possible reasons for the misbehavior of students in public schools. Researchers do not all agree on the cause of the problem, although much of the research focuses

on the changes that schools can make to curtail student misbehavior. These changes include issues within the entire school environment, such as practices and policies that are unique to that school. Another probable cause included lack of motivation or academic failure of students. Society has also been cited as a probable cause, particularly the anti-intellectual sentiment prevalent in American high schools'. Parents have also been blamed for student's misbehavior in school. Finally, teachers have been frequently pointed to as a cause of student misbehavior. Classroom climate, teaching practices, discipline style, and attitude have all been considered and researched as probable causes.

### **School.**

The school as a whole, including the physical environment, school procedures, and policies, may be a contributing factor to the cause of student misbehavior. It has been reported that "approximately four of every five disruptive students can be traced to some dysfunction in the way schools are organized, staff members are trained, or schools are run" (U.S. Dept. of Education, 2000, as cited in Mayer 2001, p. 417). The common areas of schools, such as hallways, cafeterias and bathrooms have been a abundant area where misbehavior has occurred. It has been reported that "misbehavior in school common areas accounts for approximately one-half of all problem behaviors of office discipline referrals" (Colvin, Sugai, Good, & Lee, 1997, as cited in Wheatley et al., 2009, p. 552). As students transition in the school there may be different levels of supervision and different expectations. It was found that "the transition from structured classroom environments to unstructured common area and back several times throughout the school day may also pose a difficult task for many students. High frequency transitions and shifting expectations across school common areas can lead to confusion that can increase the number of problem behaviors" (Wheatley et al., 2009, p. 552). Additionally, having

a large school with many students was also described as a factor contributing to student misbehavior. “Some of the most significant factors include large numbers of students, a large amount of physical space to monitor, and too few adults trained to effectively deal with problem behaviors” (Todd et al., 2002, as cited in Wheatley et al., 2009, p. 552).

Additionally, time is a limited resource in schools and often the teachers are not able to receive adequate training and supervision in regards to effective ways to prevent or address student misbehavior. Sometimes a school will offer a training session to staff members about student misbehavior however, “educators are often left to work with ideas from training sessions, which suggests a lack of uniform practices, seemingly driven by a lack of knowledge and/or successful practice” (Killu, Weber, Derby, & Barretto, 2006, p. 199). Teachers “do not have the time or skills to reflect on the consequences of their own teaching” (Kulinna, 2007, p.28). Furthermore, many schools implement Behavior Intervention Plans (BIPs) as a way to correct student behavior. However, a “lack of time, resources, support, assessment knowledge, intervention planning and varied disciplinary practice/behavior management can interfere with progress and execution of BIP” (Buck, Polloway, Kirkpatrick, Patton, & Fad, 2000, as cited in Killu et al., 2006, p. 195).

The curriculum that schools adopt can also contribute to student misbehavior, especially for students with special needs. Schools have shown a “lack of consistent and appropriate programming, education, and treatment which exacerbates the students’ developmental problems” (Marrison et al., 2001, p. 53). Finally, a lack of school-wide behavior expectations and an agreement of what will be tolerated across the school is a cause for student misbehavior. If schools are unclear about behavior expectations this has a direct impact on how students behave. Having “unclear classroom discipline policies or rules are likely to result in a lack of

understanding and an increase in problem behavior, because the students are unclear as to what behaviors are acceptable and unacceptable (Mayer, 2001, p.419).

### **Students.**

Students' attitude, interests, and pure experiences also cause student misbehavior. As stated by Marrison et al., "a certain number of students will always present ongoing challenges to orderly learning environment" (2001, p. 45). For example some students may understand the rules but do not agree with them and make the choice not to follow them (Romi & Freund, 1999, p. 60). In addition, some students have developed learned helplessness and a lack of motivation. "An unmotivated individual cannot predict the consequences of their behavior, nor can they see the motive behind it. They may feel disintegrated or detached from their action and will thus invest little effort or energy in its effectuation. Such individuals will perceive their behavior as outside their control" (Abramson, Seligman, & Teasdale, 1978, as cited in Legault, Green-Demers, & Pelletier, 2006, p. 568).

Also, students may not be motivated because of a lack of interest in the schoolwork or the required task. They may misbehave as a way to avoid doing something they do not want to do. Students are seemingly unmotivated for four reasons: lack of belief in ability, lack of belief in effort, unappealing academic tasks, and lack of value placed on academic task (Legault, et al. 2006).

Students who experience academic failure may also misbehave. It is hard for students to believe in themselves when they experience academic failure. Students tend to "believe that their academic situation is permanent; there is nothing they change" (Boggiano et al., 1992, & Chouinard, 2001, as cited in Legault et al., 2006). They may act out to demonstrate their academic frustration or to distract from their academic failures.

**Society.**

The presence of Anti-Intellectualism, especially apparent in high schools and middle schools, impacts student behavior directly. The effect of anti-intellectualism goes beyond high school. It has been researched that “students who are said to be high in anti-intellectualism can have severe issues when adjusting to college and achieving success” (Hook, 2004 as cited in Elias, 2008, p. 110). Hook also researched “the impact of students’ anti-intellectualism on their adjustment to college” (Elias, 2008 110). He found that “students with anti-intellectual attitudes were less likely to academically adjust to college and form attachments to their institutions. Such students were at much higher risk for “underachievement, failure, and attrition” (Elias, 2008, p. 111).

**Parents.**

Parents’ actions may be a probable cause of student misbehavior. “A motivation can be defined as a state in which individuals cannot perceive a relationship between their behavior and that behavior’s subsequent outcome” (Deci & Ryan, 1985, 2002, as cited in Legault et al., 2006). Parents, friends, and teachers all play a role in developing a student’s academic values and motivation in school. However, Legault et al. found that the association was strongest with parents, who play an essential role in their children’s development and socialization (2006, p. 579). If parents encourage a sense of the importance of school and school behavior, their children are likely to be motivated in school. Additionally, research has previously established that family characteristics, such as instability in the home or parent’s educational level, are a predictor of academic problems (Franklin, 1992, as cited in Legault, et al. 2006).

**Teachers.**

Teachers are also a probable cause of student misbehavior. There are many aspects of teachers and teaching that may lead to misbehavior by students. One aspect of teachers is the inconsistency between teachers' tolerances and reactions to behavior. It is not uncommon for two teachers in the same school to have very different views about whether or not a student has a behavior problem. This does not mean that one is right and the other is wrong; it reflects the different values and attitudes which the individuals hold and the different expectations they have for the behavior of their student (Baloglu, 2007, p. 71). Unclear classroom discipline policies or rules are likely to result in a lack of understanding and an increase in problem behavior, because the students are unclear as to what behaviors are acceptable and unacceptable (Mayer, 2001, p.419). Jacques and Horvitz found that the more traditional a teachers' attitude is, the less sympathetic and tolerant he or she would be to the students' particular needs, and discipline students more severely (Jacques & Horvitz, 1985, as cited in Romi & Freund, 1999, p. 54).

Another aspect of teaching is the classroom climate that teachers help establish. Teachers who are optimistic affect their teaching process positively. A teachers' emotional state, and whether they are relaxed, affect their decisions and attitudes in the classroom setting (Basar, 1999, as cited in Baloglu, 2007, p.76). Students want to feel accepted, valued and to have their feelings respected, however, it is uncommon for students to report having a close student-teacher relationship (Burnett, 2002, p. 8).

A specific aspect of classroom climate that influences student misbehavior is positive reinforcement. Overall, teachers are not giving much feedback at all to students. However, when comparing positive to negative feedback, teachers provide more negative feedback (Burnett, 2002). Furthermore, "Studies indicate that classroom praise is infrequent occurring on average,

only 6% of the time. Even in a classroom where a teacher praises a child once every 5 minutes, the rate of praise for the average student would be once every 2 hours” (Thomas et al., 1978, Luce & Hoge, 1978, Dunkin & Biddle, 1974, & Brophy, 1981, as cited in Burnett, 2002 p. 7). This highlights the fact that students are aware of negative feedback and reported a more negative relationship with teachers that gave more negative feedback (Burnett, 2002, p. 13). Teachers too often emphasize disciplinary measures to manage student behavior. Teacher disapproval and punishment appear to worsen student negative behavior and noncompliance (VanAcker et al., 1996, as cited in Mayer, 2000, p. 416).

Another aspect of classroom climate is teacher discipline style. Environments that are overly disciplinary promote antisocial behaviors, such as aggression, violence, vandalism, and escape (Azrin, Hake, Holz, & Hutchinson, 1965, Berkowitz, 1983 & Mayer, 1995, as cited in Mayer, 2001, p. 415). Discipline styles can be described as authoritative, authoritarian, or permissive. Authoritative refers to high levels of structure and high levels of involvement. Authoritarian refers to low levels of involvement and high levels of structure. Finally, permissive refers to high levels of involvement and low levels of structure. Thijs and Verkuyten (2009) found that engagement among students was highest in classrooms where the teacher had an authoritative teaching and discipline style, with great levels of involvement and high levels of structure. Additionally, they found that student characteristics, such as gender and personal engagement, also influence these results (Thijs & Verkuyten, 2009, p. 268).

Minority students are at even greater risk for being targeted by harsh discipline. Disciplinary measures to manage student behavior occurs with many students, but excessively with males, minority students, developmentally delayed students, and students from low-income homes (Mayer, 2001, p. 416). For example, “Teachers disapproval statements directed at

developmentally delayed students have been observed to outnumber approval statements by a ratio of 15 to 1” (Shores et al., 1993, as cited in Mayer, 2001, p. 416). Similarly, teachers in low income areas or in schools with a large population of racial minorities more frequently endorse the use of punishment and the removal of students (Moore & Cooper, 1984, as cited in Mayer, 2001, p. 416).

Yet another aspect of teacher behavior is their ability to actually teach effectively. Many teachers are unwilling to acknowledge that the reasons for students’ misbehavior may be found in their teaching. If they are not teaching adequately then the students may not be learning. This can lead to frustration and misbehavior (Baloglu, 2007, p. 71).

Teacher attitudes and beliefs about student behavior may also contribute to students’ misbehavior. For example, many teachers believe that out-of-school or individual issues are the reason for the students’ misbehavior (Kulinna, 2007, p. 21). Furthermore, “A teacher who believes that a student’s misbehavior is caused by problems at home may feel no ownership of the problem and therefore less likely to explore teacher- focused intervention strategies” (Kulinna, 2007, p. 21). Additionally, students who lack critical social skills are often punished by their teachers rather than taught the skill they are missing (Mayer, 2001, p. 421)

Similarly, teachers’ attitudes towards teaching in general may influence student misbehavior. For example, teachers may see their primary duty as enforcing the curriculum, not enforcing student behaviors (Kulinna, 2007, p. 28). Teaching has changed dramatically over the last 20 years with the addition high stakes testing and more structured teaching standards. Teachers feel they are disempowered and that they have low control over all issues in their teaching lives (Kulinna, 2007, p.28). Other teachers may feel that with several years of teaching experience, they have mastered teaching skills and are doing a good job (Kulinna, 2007, p.28).

Likewise, behavior in the classroom negatively affects teacher attitudes as well. Lander, Alter and Servilio found that high school teachers and the presence of behaviors in the category of disrespect to adults resulted in a reduction in teacher job satisfaction (Landers et al., 2008, p. 29).

There are many probable causes of student misbehavior. Students, parents, schools, and society have been critically examined. While all of these most likely play a role in student misbehavior, most research is focused on the ways that schools contribute to the problem, with their discipline politics and practices, school climate, staff attitudes, resource limitations, curriculum and teaching effectiveness, and physical environment. Understanding the probable causes of student misbehavior helps us when looking for solutions.

### **Summary**

There are many probable causes of student misbehavior. Students, parents, schools, and society have been critically examined. While all of these most likely play a role in student misbehavior, most research is focused on the ways that schools contribute to the problem, with their discipline politics and practices, school climate, staff attitudes, resource limitations, curriculum and teaching effectiveness, and physical environment. Understanding the probable causes of student misbehavior provides direction when looking for solutions.

## Chapter 3

### The Solution Strategy

#### Review of the Literature

The solution strategies that will be cited in this research literature review are the following: physical and verbal praise, class lessons with discussion, consistent class policy, student self-monitoring, and teacher training. Research that has been done shows consistency in solution strategies.

#### Physical and verbal praise.

“Positive classroom environments have been associated with academic achievement” (Fraser, 1991, Wang, Haretal & Walberg, 1994, & Wentzel, 1994, as cited in Burnett, 2002, p. 8). A positive student-teacher relationship is an important part of a positive classroom environment. A warm, affective teacher-student relationship has also been associated with positive student attitudes toward schools and engagement in the school environment (Birchh & Ladd, 1977 as stated in Burnett, 2002, p. 8). Demonstrating a sincere concern for students and verbalizing interests in them and the material to be learned is necessary (Leffingwell, 2001, p. 362). Students want more praise from their teacher to offset the amount of negative feedback they receive (Burnett, 2002, p. 14). The most valuable possession of any person is his own name and frequent use, especially as it is used with praise, is a desirable asset (Morris, 2001, p. 135). Praise could be a motivational tool in the classroom if it is descriptive and involves using the students’ name, choosing appropriate praise words, and describing exactly the behavior that is worth the praise (Thomas, 1991, as cited in Burnett, 2002, p. 6). Educational establishments should have consequence-based interventions for students to reward respectful behavior and to address disrespect as well as have systems in place for teachers and students to publicly

acknowledge respect (Burnett, 2002, Cabello & Terrell, 1994, & Skinner, Cashwell, & Skinner, 2000, as cited in Landers et al., 2008, p.30). “The goal of interventions is to reduce the frequency, intensity and complexity of students’ maladaptive behavior patterns and provide them with suitable, efficient, and effective replacement behaviors that will compete with their more maladaptive ones” (Muscott et al., 2004, p. 455). The best way to preventing disrespect is in relationship building. Students experiencing good teacher relationships display fewer behavior problems than students experiencing poor teacher relationships (Birch & Ladd, 1998, & Hamre & Pianta, 2001, as cited in Lander et al., 2008, p.30). “Introduction of rules alone had little effect on problem behavior, ignoring inappropriate behavior produced inconsistent results, and ignoring accompanied by praise was effective. Praise was the key teacher behavior in achieving effective classroom management” (Madsen, Becker, & Thomas, 1968, as cited in Wheatley et al., 2009, p. 555).

#### **Class lessons with discussion.**

School support and implement comprehensive prevention programs to enhance the protective nature of schools (Marrison et al., 2001, p. 65). If instruction on how to be respectful is not occurring at home, and if teaching brief instruction will increase respectful relationships, then the concept of teaching behavior becomes even more important. Desired academic and social behaviors must be given equal priority and taught equally (Scott, Nelson, & Liaupsin, 2001, as cited in Landers et al., 2008, p. 30). Positive methods include modeling and various differential reinforcement strategies. Teaching students how to behave, not how not to behave (LaVign, & Donnellan, 1986, Mayer, 1999, Mayer et al., 2000, & Sultzer-Azaroff & Masyer, 1991, 1994, as cited in Mayer, 2001, pp. 418-419). Modeling non-threatening behavior is a primary step in reduction of maladaptive behavior (Leffingwell, 2001, p. 360). Academic

programs that prevent antisocial behaviors are the ones that adjust to the students' functional level, program frequent success, and assume the responsibility for teaching without relying on out-of-school resource (Mayer, 2001, p. 420). Teachers should implement interesting, varied lesson by involving the students in group work, panels, and other activities. Students will rarely cause serious problems when they are busy, interested, and satisfied (Morris, 2001, p. 136).

**Consistent class policies.**

School anger is positively related to school misbehavior and negatively related to perceived control at school (Heavey, C., Adelman, H., Nelson, P., & Smith, 1989, p. 46). Schools should create discipline systems that emphasize the identification and description of exact behaviors and include practices that adults use to teach prosocial skills in school. Also, it is important for schools to establish a range of procedures to discourage violations is established. A method of monitoring the effectiveness of the school-wide system should be put in place (Eber, Sugai, Smith, & Scott, 2002, p. 171). Schools replace zero-tolerance policies with a reasoned and appropriate approach to school discipline (Marrison et al., 2001, p. 64). Develop alternative discipline strategies to replace school expulsion, and offer educational options when expulsion may be necessary (Marrison et al., 2001, p. 66). "PBIS would provide the district with a systematic process and task-specific for developing, implementing, evaluating, and sustaining behavior change in a school" (Netzel & Eber, 2003, p. 72). Behavior can improve with the joint development and construction of school regulations by students, parents, and teachers (Romi & Freund, 1999, p. 61). It is important to emphasize co-operation with parents to achieve school discipline without examining the manner parents' concrete attitudes which is essential in appropriate cooperation (Romi & Freund, 1999, p. 61). School personnel need to establish a common language to communicate behavioral expectations through direct teaching and posted

signs Wheatley et al., 2009, p. 567). School personnel need to use active supervision by constantly moving around in the lunchroom and interacting with students (Wheatley et al., 2009, p. 567). Literature suggests that since there is no one solution for problem behavior, successful school wide systems must consist of a broad range of approaches and continuous consideration to numerous intervention approaches (Greenberg, Domitrovich, & Bumbarger, 2001, Sugai & Horner, 1999, & Walker et al., 1996 as cited in Muscott et al., 2004, p. 454).

Once a school establishes policies, teachers begin to enforce consistent class policies. Good control of the classroom is established during the first day, especially during the first five minutes-of school. It is better to set this atmosphere by example rather than a long list of do's and don'ts (Morris, 2001, p. 135). A first step in establishing rules for acceptable behavior in a classroom is to set some norms on how to carry out and manage student behavior. Motivation to follow the rules seems highest when they are stated positively and say what should happen rather than trying to list all the possible unacceptable behavior (Baloglu, 2007, p.70). Recommended strategies for diffusing students disrespectfulness is to first use simple unemotional descriptions of what is being observed. Preventing student disrespect begins with clear rules, policies, and procedures. Teachers need to use a proactive, stop it before it starts approach (Landers et al., 2008, p. 30). Teachers can provide brief reminders to diffuse student disrespect. Use the same language as the classroom rules; these rule restatements also build on the structural interventions of posted classroom rules (Landers et al., 2008, p. 30). To be a good disciplinarian one must give children a feeling they are loved (Morris, 2001, p. 135). In addition, Engagement is associated with positive student outcomes (Thijs & Verkuyten, 2009, p. 268), making it important to examine how teachers create conditions of engagement in whole-class settings (Thijs & Verkuyten, 2009, p. 283). Systems should consider students with high perceived control and high

anger may feel able to act and see meaning in acting out their anger, whereas those with low perceived control and high anger may see acting out as futile or perhaps threatening to self (Heavey et al., 1989, p. 50). In the classroom, teachers should have consequence-based strategies in place that reinforce students' respectful behavior and give appropriate consequences for episodes of disrespect (Landers et al., 2008, p. 30). While also presenting requests and directives as choices the students can make rather than ultimatums or commands. This can decrease opportunities of disrespect, as the use of choice helps teachers to avoid power struggles with students (Landers et al., 2008, p. 30). When disrespectful behavior occurs, it is consistency and follow through in addressing these behaviors that can help teachers cope with these interactions (Landers et al., 2008, p. 30). "PBIS is the systematic organization of school environments and routines that enable educators to increase the capacity to adopt, use, and sustain effective behavioral practices and processes for all students" (Muscott et al., 2004, p. 453). Proactive school wide discipline approaches with individualized approaches are able to attend to problem behaviors in schools (Council for Children with Behavioral Disorders, 2002, Gottfredson, 1997, & Skiba, 2002, as cited in Muscott et al., 2004, p. 454).

Teachers and administrators need to support one another. If teachers are to feel supported, they must know that action will be taken consistently by the administration when a student is sent to the office (Mayer, 2001, p. 420). Clearly communicating the rules for students is a major step in setting up effective classrooms as well as school wide discipline programs (Mayer, 2001, p. 419).

### **Student self-monitoring.**

"In educational settings, self-monitoring has been found to improve on-task academic behavior and disruptive classroom behavior" (Freeman & Dexter-Mazza, 2004, Hoff & DuPaul,

1998, & Shapiro et al., 2002, as cited in Axelrod, 2009, as cited in Axelrod, Zhe, Haugen, & Klien, 2009, p. 325). Self-monitoring practices increase on-task behavior, improve academic success, and productivity of students with ADHD, and decrease disruptive school behavior (Reid, Trout, Schartz, 2005, & Stage & Quiroz, 1997, as cited in Axelrod, 2009, as cited in Axelrod et al., 2009). Considerable improvements were noted within on-task behavior during the interventions when compared with baseline levels of on-task behavior. Students had fewer incomplete homework assignments during self-monitoring intervention. The results align with a great deal of literature that suggests self-management practices can help students with attention/behavior issues be more successful (Axelrod, 2009, as cited in Axelrod et al., 2009). “Results suggested that low achieving students can benefit more from an increase in academic self-efficacy (Multon et al., as cited in Elias, 2008). More recent evidence by Robbins, Lauver, Lee, and Davis (2004) confirmed these findings. Students with high academic self-efficacy learned for pleasure and satisfaction and they were reinforced by feeling intelligent” (as cited in Elias, 2008, pp. 111-112). “Individuals become more self-determined as they internalize to a greater extent their reasons for executing a given behavior” (Legault et. al., 2006, p. 567).

### **Teacher training.**

“The wraparound process is a tool for building constructive relationships and support networks among youth with emotional and behavior disorders (EBD) and their families, teachers, and other caregivers” (Eber et. al, 2002, p. 171). The wraparound process can increase proper support, and interventions are established (Burns et al., 2000; Eber, 1997, 1999, as cited in Eber et. al, 2002), which leads to improved behavior. These types of programs are more likely to be effective in schools that promote positive and proactive behavior among students (Eber et al., 2002, p. 171). Teacher instructional style can help prevent problem behavior. Flexible instruction

focuses on the learners' interests; therefore motivation to learn will naturally reduce misbehavior (Burden, 1995, & Lambert & McCombs, 1998, as cited in Baloglu, 2007, p.70). As teachers practice flexible instruction, they also need to model desired behaviors, as children learn best by example (Baloglu, 2007, p. 70).

The most effective way of managing behavior problems is to work to prevent them from happening, and to minimize their occurrence (Baloglu, 2007, p. 71). The implementation of successful behavior supports requires efficient involvement of school personnel and family (Eber et al., 2002, p. 171). "The Positive Behavioral Interventions and Supports (PBIS) systems require (a) positive approaches to intervention such as teaching appropriate behaviors rather than relying on punishment alone, (b) matching the level of intervention resources to the level of behavioral challenge presented by students, and (c) designing and integrating multiple systems that deal with the full range of discipline challenges schools face (Walker, Colvin, & Ramsey, 1995, as cited in Muscott et al., 2004, p. 454-455). "Together, the wraparound process (Burns & Goldman, 1999, as cited in Eber, 2002) and the PBIS approach (Sugai, Horner, et al., 2000, as cited in Eber et al., 2002) offer a potentially important and efficient means of improving the educational and behavioral programming of students with or at risk of developing severe problem behaviors" (Eber et al., 2002, p. 171). "Based on a three-tier prevention model, PBIS offers a consistent research-based approach for promoting prosocial behavior of (a) students without chronic problems (primary preventions), (b) those students at risk for problem behavior (secondary prevention), and (c) students with intensive behavioral needs (tertiary prevention)" (Eber et al., 2002, p. 171). "PBIS augments wraparound by giving educators, family members, students, and community agency staff members access to research-validated practices and processes for changing behavior across the range of student life domains" (Eber et al., 2002, p.

171). Application of wraparound has led to improvements for students with EBD in educational settings, including general education classrooms (Eber, 1996, & Eber & Nelson, 1997, as cited in Eber et al., 2002, p. 171). Roughly 80%-90% of students will not exhibit serious problem behavior if a well-defined and universal system of positive behavior support is utilized in school (Colvin, Kameenui, & Sugai, 1993, & Lewis & Sugai, 1999, as cited in Eber et al., 2002, p. 171). Emphasis is on (1) proactive implementation of positive reinforcement; (2) intense individualized involvement as problem behaviors increase; (3) team-based planning that include family; and (4) planning considering strengths and needs of students, families, teachers, and other support for students, especially those with or at risk challenging behavior (Eber et al., 2002, p. 171). “The PBIS approach provides an integration of (a) behavioral science, (b) practical, function-based interventions, (c) social values, and (d) systems perspective (Sugai et al., 1999, as cited in Eber et al., 2002, p. 171). The value of studying children’s anger and perceived control, especially in the context of school is important (Heavey et al., 1989, p. 50). Positive behavioral support uses interventions for individuals and systems using positive behavior interventions and supports to aid social and educational outcomes that prevent negative behavior and promote positive behavior change (Carr et al., 2002, & Horner, Albin, Sprague, & Todd, 1999, as cited in Killu et al., 2006, p. 195). Numerous states distribute materials through in-service training; this provides supplemental and contextual information (Killu et al., 2006, p. 199). Recognizing environmental connection with problem behavior can aid in developing behavioral interventions as well (e.g., Dunlap et al., 1993, as cited in Killu et al., 2006, p. 199). Schools prepare teachers to deal with disrespectful behavior when it occurs (Landers et al., 2008, p.30). By revising the plans prior to implementation, schools can save valuable resources and set the stage levels of treatment fidelity (Lane et al., 2009, p. 143). PBIS can be implemented within

1-2 years and decrease problem behavior while increasing social skills and academic success in schools (Homer, Sugai, Eber, Phillips, & Lewandowski, 2004, Nelson, Martella, & Marchand-Martella, 2002, & Sugai & Homer, 2001, as cited in Muscott et al., 2004, p. 455). PBIS requires agreement and cooperation among teaching staff to create norms for expected behavior as well as practices for teaching expectations, rewarding students who display prosocial behaviors, and responding to inappropriate behavior (Muscott et al., 2004, p. 470).

### **Summary**

Research suggests that physical and verbal praise, class lessons with discussion, consistent class policy, student self-monitoring, and teacher training could make a vast difference in students' attitude and behavior. These are all alternative methods that can be used to encourage respectful behavior by highlighting good examples rather than simply punishing negative behaviors. Executing these alternative teaching strategies may help high school students to define disrespectful behavior and recognize it in action.

### **Project Objective and Processing Statements**

As a result of teacher instruction/class discussion and physical/verbal recognition, which Teacher Researcher A and B implemented August 23<sup>rd</sup>, 2010 through October 15<sup>th</sup>, 2010, and Teacher Researcher C implemented August 30<sup>th</sup>, 2010 through December 17<sup>th</sup>, 2010, the students of Teacher Researchers A, B, and C were to display increased respectful student behavior. The following statements detail modifications to the classroom plans and instruction that had to occur during the intervention stage of the project:

- Teacher researchers will develop lessons that will teach and demonstrate respectful student behavior in school at home.

- Teacher researchers will develop discussion prompts that will teach and demonstrate respectful student behavior in school and at home.
- Teacher researchers will consistently offer physical recognition to students for respectful student behaviors.
- Teacher researchers will consistently offer verbal recognition to students for respectful student behaviors.

### **Project Action Plan**

The project action plan was a task list to illustrate the steps the teacher researchers had to accomplish related to the action research project. This task list includes four steps: preparation, pre-documentation, intervention, and post-documentation. The project action plan dates varied between Teacher Researcher A/Teacher Researcher B and Teacher Researcher C due to differing class schedules.

#### Teacher Researcher A and Teacher Researcher B: Project Action Plan

##### Preparation

- \_\_\_ Copy teacher survey, student survey, parent survey, and classroom observation checklists
- \_\_\_ Copy teacher, parent, and student cover letters, consent letter, and consent forms
- \_\_\_ Send home parent and student cover letters and consent forms on August 16<sup>th</sup>, 2010
- \_\_\_ Collect all parent and student consent forms and consent letters by August 20<sup>th</sup>, 2010

##### Pre-Documentation

*Week 1: August 23, 2010- August 27, 2010*

- \_\_\_ Distribute teacher surveys on August 23, 2010
- \_\_\_ Distribute, administer, and collect student surveys on August 23, 2010
- \_\_\_ Distribute parent surveys on August 23, 2010
- \_\_\_ Collect parent surveys on August 27, 2010
- \_\_\_ Distribute, administer, and collect classroom observation checklist two times
- \_\_\_ Collect and analyze teacher surveys
- \_\_\_ Analyze results of student surveys

- \_\_\_ Collect and analyze results of parent surveys
- \_\_\_ Analyze results of classroom observation checklist

### Intervention

*Week 2: August 30, 2010- September 3, 2010*

- \_\_\_ Explain and teach a lesson regarding respectful student behaviors
- \_\_\_ Hold class discussion on expected respectful student behaviors
- \_\_\_ Use verbal recognition for student use of respectful behavior
- \_\_\_ Use physical recognition for student use of respectful behavior
- \_\_\_ Continually communicate positive reinforcement

*Week3: September 6, 2010- September 10, 2010*

- \_\_\_ Continue to teach expected respectful student behaviors
- \_\_\_ Continue to hold class discussion on expected respectful student behaviors
- \_\_\_ Continue to use verbal recognition for student use of respectful behavior
- \_\_\_ Continue to use physical recognition for student use of respectful behavior
- \_\_\_ Continue to communicate positive reinforcement
- \_\_\_ Offer physical recognition with bi-weekly lottery drawing

*Week 4: September 13, 2010- September 17, 2010*

- \_\_\_ Explain and teach a lesson regarding respectful student behaviors
- \_\_\_ Continue to hold class discussion on expected respectful student behaviors
- \_\_\_ Continue to use verbal recognition for student use of respectful behavior
- \_\_\_ Continue to use physical recognition for student use of respectful behavior
- \_\_\_ Continue to communicate positive reinforcement
- \_\_\_ Implement alternate discipline methods to students who continue to display disrespectful behavior

*Week 5: September 20, 2010- September 24, 2010*

- \_\_\_ Continue to teach expected respectful student behaviors
- \_\_\_ Continue to hold class discussion on expected respectful student behaviors
- \_\_\_ Continue to use verbal recognition for student use of respectful behavior
- \_\_\_ Continue to use physical recognition for student use of respectful behavior
- \_\_\_ Continue to communicate positive reinforcement
- \_\_\_ Implement alternate discipline methods to students who continue to display disrespectful behavior

*Week 6: September 27, 2010-October 1, 2010*

- \_\_\_ Explain and teach a lesson regarding respectful student behaviors
- \_\_\_ Continue to hold class discussion on expected respectful student behaviors

- \_\_\_ Continue to use verbal recognition for student use of respectful behavior
- \_\_\_ Continue to use physical recognition for student use of respectful behavior
- \_\_\_ Continue to communicate positive reinforcement
- \_\_\_ Implement alternate discipline methods to students who continue to display disrespectful behavior

*Week 7: October 4, 2010-October 8, 2010*

- \_\_\_ Continue to teach expected respectful student behaviors
- \_\_\_ Continue to hold class discussion on expected respectful student behaviors
- \_\_\_ Continue to use verbal recognition for student use of respectful behavior
- \_\_\_ Continue to use physical recognition for student use of respectful behavior
- \_\_\_ Continue to communicate positive reinforcement
- \_\_\_ Implement alternate discipline methods to students who continue to display disrespectful behavior
- \_\_\_ Offer physical recognition with bi-weekly lottery drawing

Post-Documentation

*Week 8: October 11, 2010- October 15, 2010*

- \_\_\_ Re-administer and collect student surveys on October 11, 2010
- \_\_\_ Re-administer and collect classroom observation checklist two times
- \_\_\_ Distribute parent surveys
- \_\_\_ Analyze student surveys
- \_\_\_ Collect and analyze parent surveys
- \_\_\_ Analyze results of classroom observation checklist

Teacher Researcher C: Project Action Plan

Preparation

- \_\_\_ Copy teacher survey, student survey, parent survey, and classroom observation checklists
- \_\_\_ Copy teacher, parent, and student cover letters, consent letters, and consent forms
- \_\_\_ Send home parent consent letters and consent forms on August 16<sup>th</sup>, 2010
- \_\_\_ Distribute and collect student consent letters and assent forms of August 16<sup>th</sup>, 2010
- \_\_\_ Collect all parent consent forms by August 27<sup>th</sup>, 2010

## Pre-Documentation

### *Week 1: August 30- September 3, 2010*

- Distribute teacher surveys on August 30<sup>th</sup>, 2010
- Distribute, administer, and collect student surveys on August 30<sup>th</sup>, 2010
- Distribute parent surveys on August 30<sup>th</sup>, 2010
- Distribute, administer, and collect classroom observation checklist two times per week
- Collect teacher surveys
- Collect parent surveys

### *Week 2: September 6-10, 2010*

- Analyze results of student surveys
- Analyze results of teacher surveys
- Analyze results of parent surveys
- Analyze results of classroom observation checklist

## Intervention

### *Week 3: September 13-17, 2010*

- Explain and teach lesson regarding respectful student behaviors
- Hold class discussion on expected respectful student behaviors

### *Week 4: September 20-24, 2010*

- Use verbal recognition for student use of respectful behavior
- Use physical recognition for student use of respectful behavior
- Continually communicate positive reinforcement

### *Week 5: September 27-October 1, 2010*

- Continue to teach expected respectful student behaviors
- Continue to hold class discussion on expected respectful student behaviors
- Continue to use verbal recognition for student use of respectful behavior

### *Week 6: October 4-8, 2010*

- Continue to use physical recognition for student use of respectful behavior
- Continue to communicate positive reinforcement
- Offer physical recognition with bi-weekly lottery drawing

*Week 7: October 11-15, 2010*

- \_\_\_ Explain and teach lesson regarding respectful student behaviors
- \_\_\_ Continue to hold class discussion on expected respectful student behaviors
- \_\_\_ Continue to use verbal recognition for student use of respectful behavior

*Week 8: October 18-22, 2010*

- \_\_\_ Continue to use physical recognition for student use of respectful behavior
- \_\_\_ Continue to communicate positive reinforcement
- \_\_\_ Implement alternate discipline methods to students who continue to display disrespectful behavior

*Week 9: October 25-29, 2010*

- \_\_\_ Continue to teach expected respectful student behaviors
- \_\_\_ Continue to hold class discussion on expected respectful student behaviors
- \_\_\_ Continue to use verbal recognition for student use of respectful behavior
- \_\_\_ Offer physical recognition with bi-weekly lottery drawing

*Week 10: November 1-5, 2010*

- \_\_\_ Continue to use physical recognition for student use of respectful behavior
- \_\_\_ Continue to communicate positive reinforcement
- \_\_\_ Implement alternate discipline methods to students who continue to display disrespectful

*Week 11: November 8-12, 2010*

- \_\_\_ Explain and teach lesson regarding respectful student behaviors
- \_\_\_ Continue to hold class discussion on expected respectful student behaviors
- \_\_\_ Continue to use verbal recognition for student use of respectful behavior
- \_\_\_ Continue to use physical recognition for student use of respectful behavior

*Week 12: November 15-19, 2010*

- \_\_\_ Continue to communicate positive reinforcement
- \_\_\_ Implement alternate discipline methods to students who continue to display disrespectful behavior
- \_\_\_ Continue to teach expected respectful student behaviors
- \_\_\_ Continue to hold class discussion on expected respectful student behaviors

*Week 13: November 29-December 3, 2010*

- \_\_\_ Continue to use verbal recognition for student use of respectful behavior
- \_\_\_ Continue to use physical recognition for student use of respectful behavior

- \_\_\_ Continue to communicate positive reinforcement
- \_\_\_ Implement alternate discipline methods to students who continue to display disrespectful behavior
- \_\_\_ Offer physical recognition with bi-weekly lottery drawing

#### Post-Documentation

*Week 14: December 6-10, 2010*

- \_\_\_ Re-administer and collect student surveys on December 6<sup>th</sup>, 2010
- \_\_\_ Re-administer classroom observation checklist two times
- \_\_\_ Distribute parent surveys

*Week 15: December 13-17, 2010*

- \_\_\_ Re-administer, collect, and analyze student surveys
- \_\_\_ Collect and analyze parent surveys
- \_\_\_ Analyze results of classroom observation checklist

#### **Method of Assessment**

The purpose of the Observation Behavior Checklist (Appendix A) was to determine frequency and types of disrespectful student behavior that occurs in a classroom. During the week of October 12<sup>th</sup>, 2010, Teacher Researcher A and Teacher Researcher B administered the Observation Behavior Checklist with 75 students and during the week of December 7<sup>th</sup>, 2010 Teacher Researcher C administered the checklist with 9 students. These post documentation results were compared to data gathered during pre-documentation during the weeks of August 23<sup>rd</sup>, 2010 and August 30<sup>th</sup>, 2010, respectfully.

The purpose of the Parent Survey (Appendix B) was to determine parent actions and opinions concerning their child's definition of respect. During the week of October 12<sup>th</sup>, 2010, Teacher Researcher A and Teacher Researcher B administered the Parent Survey to 71 parents and Teacher Research C administered the survey to 11 parents during the week of December 7<sup>th</sup>, 2010. These post documentation results were compared to data gathered during pre-

documentation through the weeks of August 23<sup>rd</sup>, 2010 and August 30<sup>th</sup>, 2010. The teacher researchers used this comparison to note any changes concerning disrespectful student behavior.

The purpose of the Student Survey (Appendix C) was to determine student definition of disrespect in high school as well as the experiences students have had with disrespectful behavior. During the week of October 12<sup>th</sup>, 2010, Teacher Researcher A and Teacher Researcher B administered the Student Survey to 75 students and Teacher Research C administered the survey to 11 students during the week of December 7<sup>th</sup>, 2010. These post documentation results were compared to data gathered during pre-documentation during the weeks of August 23<sup>rd</sup>, 2010 and September 10<sup>th</sup>, 2010, respectfully. The teacher researchers used this comparison to note any changes concerning disrespectful student behavior.

## **Chapter 4**

### **Project Results**

The teacher researchers experience was that students displayed overall disrespectful behaviors. The behaviors included not doing homework, being off task, missing materials, lack of participation, talking out of turn, being tardy, speaking with negative intentions, swearing, inappropriate clothing, truancy, public display of affection, verbal altercations, and physical altercations. The teacher researchers implemented the following interventions: bi-weekly respect lesson and discussions, consistent verbal recognition, consistent physical recognition, and bi-weekly raffles. Twenty-Six Fashion and Apparel 1 high school students, 45 Childcare and Development 1 high school students, and 9 World History high school students participated in the study. The study began for Teacher Researchers A and B on August 23<sup>rd</sup>, 2010 and it ran until October 15<sup>th</sup>, 2010; Teacher Researcher C began this study on August 30<sup>th</sup>, 2010 and it ran until December 17<sup>th</sup>, 2010.

### **Historical Description of the Intervention**

#### **Teacher Researchers A and B.**

In Week 1 of pre-documentation, August 23 -27, 2010, we had received a majority of the permission slips back from students. It was disheartening to realize that many students did not consider returning the signature forms as a priority. Despite that fact that we continued to remind students to bring in their signature forms, they continued to forget. First, we distributed the Teacher Questionnaire via mailbox to 100 teachers. We also administered and collected the Student Survey to students in our own classrooms. We distributed parent surveys on the same day, and ended up receiving even less parent surveys than student surveys. We also administered two Classroom Observation Checklists to record pre-intervention behavior. It proved to be rather

difficult to identify any disrespectful behavior because we happen to have classrooms of extremely well-behaved students. The main issues consisted of homework and talking out of turn.

In Week 2, the first week of intervention, August 30 –September 3, 2010, we did a journal reflection lesson on respectful behavior asking ‘How have you been respectful this week at home? At school? In the classroom?’. Students had insightful responses offering detailed and accurate examples. Some the ideas that the students offered were holding the door open for people in the morning when walking into school and putting the recycling bin in the hallway for collection on Friday morning. In addition, they offered to take the garbage out without being asked. We consistently used verbal recognition for respectful behaviors including, turning in homework, raising hand to participate, being on task, and having all materials in the classroom. The teacher researches used phrases such as, “thank for saying that in such a respectful way”, and “that was very well done; thank you for your help”. In addition to verbal recognition, we also offered physical recognition in the form of “Charger Cash”, used in the bi-weekly drawing. The students responded to Charger Cash and more students began to turn in homework when seeing other students receive it.

In the second week of intervention, September 6-10, 2010, we continued to implement the interventions that were started in Week 2. The students continued to respond to receiving verbal and physical praise. At the end of the week we held a drawing based on Charger Cash that was earned throughout the past two weeks. After 10 students won small prizes, we discussed the respectful behavior that they displayed in order to have received that Charger Cash. The prizes offered included pencils, erasers, key chains, candy bars, and socks.

In the third week of intervention, September 13-17, 2010, we were out of the building for one day therefore students received less Charger Cash than expected. In addition, we got out of the habit of handing it out, so students were less motivated by it. We also taught a mini lesson on respect including short role-plays on display of respectful behavior even if they are caught in compromising positions. Students did receive Charger Cash for effective participation in the lesson.

In the fourth week of intervention, September 20-24, 2010, we continued to implement the interventions as stated in Week 2. Teacher Researcher A was observed by the Career and Technical Education Divisional and noted that students were clearly responding to the positive praise that was given during the lesson. The divisional also appreciated the Charger Cash Entry Box. Teacher researchers performed a bi-weekly drawing using the Charger Cash. This was again followed by a discussion of what the winners did to earn their Charger Cash; only six students were selected as winners due to lower amount of Charger Cash dispersant. Some of the behaviors that were discussed included the actions of turning in homework, coming to class on time, using respectful language, consistently being on task, and having all supplies in class.

In the fifth week of interventions, September 27- October 1, 2010, we continued to implement the interventions as stated in Week 2. The mini lesson taught was a version of 'Simon Says' that asks students to 1) hop on one foot if they had all of their materials 2) touch their nose if they brought their homework 3) turn around if they talked out of turn that day, etc. This lesson was followed by a discussion recognizing how many students did each respectful task that was focused on and asked how to make positive changes. The students responded well to the game. They were not as enthusiastic as the first lesson/discussion, but they did participate.

In the sixth week of intervention, October 4-8, 2010, we continued to implement the interventions as stated in Week 2. The students continued to respond to receiving verbal and physical praise. The amount of students turning in homework on-time was improving. In opposition, we had not seen a major difference in other areas of disrespect. At the end of the week we held a drawing based on Charger Cash. After 10 students won small prizes, we discussed the respectful behavior that they displayed in order to have received that Charger Cash. Some of the small prizes included play dough, light-up rings, picture frames, and locker magnets.

In the week of post-documentation, October 11-15, 2010, we distributed post-student surveys as well as post-parent surveys. Unfortunately, Monday was Columbus Day (non-attendance) which was followed by final exams on Thursday and Friday. This varied schedule only allowed the students two days to returned parent surveys; we saw very few returned. We believe that the students were less motivated to return the post-parent surveys because it was the end of the term and the no longer needed to make a good impression on the teachers; they were also spending more time studying for all of their final exams.

### **Teacher Researcher C.**

The pre-documentation for Teacher Researcher C lasted two weeks, from August 30-September 10, 2010. Week 1 I distributed all the teacher, parent, and student surveys. Week 2 I had the chance to analyze the surveys. Pre-documentation offered no surprises to me. Students were receptive to listening me explain my assignment I needed to do for graduate school. They brought back their surveys and did not ask many questions about the project I was going to be conducting in the near future.

Week 3, September 13-17, 2010, I started the 11-week intervention. The students liked my lesson on respectful student behavior. I used role playing and got the entire class involved

(Appendix H: Role Playing 1) in the lesson. After the role play we held a discussion and I conducted a lecture on what is expected to be a respectful student and classmate. At first I was concerned as the class was shy to join the role playing, but once I had some brave volunteers others started joining in, and it went smoothly. There was nothing unexpected during the week. What was good about this week was that the students were receptive to my activities.

Week 4 was from September 20–September 24, 2010. I gave out a lot of verbal praise for positive student behavior such as: “way to go”, awesome job”, “thank you for being a leader”, and “I appreciate all the work and effort you have done in class today.” Seeing the joyous expressions on the student’s faces was such a great feeling for me. It made me think that verbal praise had been lacking from some of the students other teachers. I also handed out physical recognition such as candy and raffle tickets for the schools weekly good behavior raffle. Names for the raffle were called out on the intercom during study hall and students went down to the dean’s office to claim their prizes which were pencils, folders, and school shirts. Students were interested in seeing how many tickets they earned compared to their classmates. Everything went very well this week and I had no concerns. Week 4 was uneventful.

Week 5 was from September 27-October 1, 2010. This week I just continued to ask students to give me some examples of respectful behavior. I made sure to announce to the whole class when a student was doing something respectful so their classmates could see. Students seemed surprised when they earned physical and verbal praise for turning in their assignments and having their materials. I explained they are showing respect to themselves in these instances. The first five weeks had been going so well. I was curious if this early success would continue.

Week 6 was from October 4-October 8, 2010. I did more of the same communicating positive reinforcement to the class as well as offering physical and verbal praise. This week I

added a bi-weekly raffle that was only offered to our class. Now my students had a chance to be involved in two drawings. I handed out tickets every day. They won candy and McDonald's coupons. Four students ended up winning prizes this week. For the bi-weekly raffle, I would hand out separate raffle tickets that would be used in a drawing for our class only. After two weeks I would draw a name or sometimes two to pick the winners. They liked when the bi-weekly raffle was introduced, because they figured they had better odds of winning. When a student was being disrespectful, such as talking out of turn or speaking with negative intentions, I reminded them that they would not be able to earn raffle tickets or a candy prize. One student who was continually off-task, but got back to work when he found out he could earn Reese's Peanut Butter Cups. He found out after other students in the class were earning Reese's Peanut Butter Cups based on their good positive behavior and asked me how he could earn some of the candy I was passing out. I was curious this week if the class was being respectful because it was the right thing to do, or just to earn raffle tickets or candy prizes.

Weeks 7 and 8 were from October 11-October 22, 2010. Again I gave the class scenarios to act out as a role play (Appendix I: Role Playing 2). These were new types of situations than the first time we role played. We held a discussion after each person had a chance to role play a situation. This week, instead of writing students a referral for disrespectful behavior, which I had done in the past, I would take them out in the hall and discuss their behavior. I would ask them if they knew what they were doing was disrespectful. They would often tell me they felt another student said something to them that was disrespectful caused them to become angry. I would ask what would be a better choice to make in the future. We would come to the conclusion they should alert me first and I will handle the problematic situation. They always knew what their disrespectful behavior was and when they returned to class they started showing respect. One

student was constantly making fun of another student in the class. I asked him politely to go in the hall so we could have a private conversation. I explained to him that he has the potential to be a real leader in the class and that other students look up to him and mimic the way he acts. I explained to him that by being respectful to his classmates, other students will take his lead and the class will have a more positive environment. After our discussion, the student's behavior became more positive and he respected me for giving him a chance to talk to him first, before I took other disciplinary actions. The students were getting used to my positive reinforcements and responded to them well each day. One thing I noticed was the way students greeted me in class. They would say "good morning" and "hope you had a nice weekend." These were statements I would say to them and know they were reciprocating the same kind words to me. They even said my class was their favorite of the day. No concerns at all these two weeks. They were uneventful, and all went according to plan.

Week 9 was from October 25-October 29, 2010. This week I held discussions about what respectful student behavior would look like to each student in my class. I asked students to write how they should enter the classroom and begin their work for the day. After I gave them time to write their answers we talked about their responses. They had great remarks on their papers such as grab class folder and text book, begin working on bell ringer, and enter the room quietly. I continued giving positive reinforcement and made sure every positive behavior I noticed was verbally recognized to the entire class. The students in my class had a sense of pride for how they were behaving and treating their peers as well as the teacher. I saw smiles on their faces that I had not seen before. They actually went out of their way to be respectful to each other and felt good about themselves in doing so. For example, I observed a student help another student pick up all the books and papers that fell from his trapper keeper. The student who dropped their

materials thanked the other student and the other student said, “No problem bro.” With the raffle tickets they earned from good behavior, I held a lottery to earn prizes. There were two winners picked each raffle. Restaurant coupons and candy were the prizes from which they could choose. The students’ favorite prizes to win were full size candy bars. What went well was seeing the students look forward to the lottery. It felt good seeing them earn something for being respectful in class.

Week 10 was from November 1-November 5, 2010. This week I continued to distribute raffle tickets and candy to serve as physical recognition for respectful behavior the students were showing. Giving positive reinforcement continued to be essential every class period with the students. Students being excited about getting positive praise did not diminish as the weeks passed. Students who were not being respectful were not sent to the dean’s office immediately, as I had in previous situations. I would talk to them in the hallway and ask them if the behavior they were displaying was appropriate and respectful for class. This gave them time to evaluate their own behavior and encourage them to make a better choice if the situation were to happen again. I had a student putting their head down and not participating in lectures and notes. I brought them to the hall and we discussed this behavior. We talked about how putting their head down shows to me that they do not care about the lesson I am teaching. I also explained how this hurts them when it comes time for taking a test because they do not know the material because they had their head down and was not participating. The student was receptive and had their head up for all the future lessons I presented. I also had them prepare a written reflection of what they did that was disrespectful and how they could make a better choice in the future. One student wrote they will think before they speak or act on an impulse. They also said they were sorry for the behavior they exhibited. Students showed more respect to me the next day than in the past

when I would send them to the dean's office. This week helped me discover that if I am patient with students and take time to hear their concerns, I will be respected more by them.

Week 11 was from November 8-November 12, 2010. I taught a lesson about how to be respectful in school this week. I had students make a bulleted list of what a respectful teacher would be to them. Some of the examples they gave of their bullet points were: not talking back to students, relate to student interest, and treat all students fairly. We discussed each person's list. The common theme that they shared with me is that they wanted to be treated as adults and not children. I suggested that by them being respectful to each other and me, I would naturally treat them as adults. This lesson followed with an interactive class-wide discussion. I was glad to see students speaking their minds during the discussion. Throughout the discussion I was giving verbal and physical recognition for their contributions to the excellent discussion we were having. Students liked being recognized for their contributions. The best part of this week was the excellent discussions that we held as a class.

Week 12 was from November 15-November 19, 2010. I continued to give as much physical and verbal praise as I could when I saw a student showing respectful behavior. These respectful behaviors included: helping classmates, volunteering in class, being on, and adding to class discussions. The class started getting used to the praise and recognition and knew what I expected out of them. I continued to have students talk to me in the hall and reflect on behavior they may have exhibited that may have been disrespectful. I again had them write a written reflection on their disrespectful behavior. This way the student could reflect at least twice on the behavior I found not to be respectful and it helped them understand why it was not respectful. I did more role playing scenarios about respectful behavior this week as well (Appendix H: Role Playing 1). I gave candy to those who volunteered to act in the role play, because volunteering is

a form of respectful behavior. It shows me that they are engaged and focused on the lesson. Being the week before Thanksgiving break, I felt the students did a nice job of being respectful throughout the week. Historically, the week before a holiday that students will have time off from school, they tend to be more hyperactive than usual. I had no major problems, so I was pleased.

Week 13 was from November 29-December 3, 2010. This was the students first week back after a weeklong break for parent teacher conferences and Thanksgiving. I had to use my alternative form of discipline in taking students in the hall to address their behavior. One student was talking back to me as I was giving instructions on what to do on a lesson. I had them go to the hall and explained that their behavior was not how we treat each other with respect. I asked him how he could express what he had to say in a positive way. The student said, "Sir, you are giving the directions too fast. Could you please slow down?" That made sense to the student and we had no future problems of the same incident. I was expecting this behavior might happen since they had a whole week off from school. They responded well to the intervention and were still pleased they had a chance to reflect on their behavior instead of getting a referred to the dean. This also marked the last week of interventions for my class. Being the last week, I held the lottery drawing. What was interesting is the class had the same excitement as from when I first held the lottery. The students really got excited when their ticket was picked and they earned the prize. Full size candy bars were still the top choice of a prize. I still continued giving physical and verbal recognition for positive student behavior. The students received positive reinforcement from me each day this week.

Weeks 14 and 15 were from December 6-December 17, 2010. This two week period was post-documentation. I re-administered and collected student surveys, re-administered classroom

observation checklist two times, and distributed and collected the parent surveys. I analyzed the surveys and results of the of classroom observation checklist.

**Interventions: Verbal and physical recognition.**

For our first intervention, verbal recognition and physical recognition are used simultaneously. “Praise could be motivational tool in the classroom if it is descriptive and involves using the student’s name, choosing appropriate praise words and describing exactly the behavior that is worth the praise” (Thomas, 1991, as cited in Burnett, 2002, p.6). This intervention consisted of two parts; the first being a verbal recognition of a respectful behavior (i.e. turning in homework on time or bringing in all materials to class). This verbal recognition is then followed by a physical recognition known as ‘Charger Cash’. Charger Cash is a red card printed on construction paper. This card has the high school’s logo on one side and a place for teacher’s name and student’s name on the other. This card is then used as an entry in a bi-weekly class drawing which is followed by another chance to win in a school-wide drawing, refer to Appendix E. Motivational classroom prizes included pencils, erasers, notepads, picture frames, locker decorations, candy, and key chains. Motivational school-wide prizes included Apple Nanos, gift cards to local restaurants, school apparel, and school utensils. Not only did students win in the classroom drawings, but they also did win school-wide drawings. Our rationale for choosing this intervention are as follows (1) this recognition uses their name (2) recognizes specific behaviors of the individual (3) other students around the individuals will hear and see that recognition of the behavior to help adopt these same behaviors. “Students want more praise from their teacher to offset the amount of negative feedback they receive” (Burnett, 2002, p.14). Modification included adding a bi- weekly class drawing in order to be able to offer more positive feedback to students within that classroom.

**Interventions: Lessons/discussions.**

For our second intervention, we implemented three direct lessons with discussion components on a bi-weekly basis. “If instruction on how to be respectful is not occurring at home, and if teaching brief instruction will increase respectful relationships, then the concept of teaching behavior become even more important. Desired academic and social behaviors must be given equal priority and taught equally” (Scott, Nelson, Ann Liaupsin, 2001, as cited in Lander et al., 2008, p.3). The first lesson was based off of a journal-reflection question: How have you been respectful this week at home? At school? In the classroom?’. Once the students completed journal entries, they wrote concise ideas of their journal on the board. The teacher researchers used the journals as teachable moments. Their reflections lead the lessons. The second lesson included students being given compromising situations such as a teacher showing disrespectful behaviors in the classroom. The students then need to act out a scene that depicted the proper and improper way to respond to the situation. The third bi-weekly lesson we did included a ‘Simon Says’ activity. The students preformed physical tasks including touching their nose with their left hand for turning in homework on time and turning around for having all materials in the classroom. All of these lesson activities were followed by class discussions and focused on students’ perspectives and input. The students learned the diverse thoughts about respectful behaviors in the groups and we also offered our input on the effects it may have in adulthood. “Positive methods include modeling and various differential reinforcement strategies. Teaching students how to behave, not how not to behave (LaVign, & Donnellan, 1986, Mayer, 1999, Mayer et al., 2000, & Sultzer-Azaroff & Masyer, 1991, as cited in Mayer, 2001, pp. 418-419). Modifications were made with respect to personal student experience and reflection within class discussions.

**Reflection.**

I, Teacher Researcher A, have learned that students grow up in different household with varied concepts of what respect look like. When the students do not receive proper examples of what respect looks like at home, they need to be taught at school; as much as leading by example is important, they also need direct instruction with explanation of importance. They also need positive encouragement and reminders that their positive and respectful behavior is continuously being noticed and appreciated. They need to know what it feels like to be proud of how they behave and who they are. I have made changes by being more conscious of respectful behavior-remember to celebrate it rather than simply expect it. As a result of implanting this research project, I have learned that student do respond well to direct instruction with discussion and positive reinforcement. The students do not grow tired of discussions they can relate to or of being positively recognized. I have learned about myself as a professional, that I have a lot of patience with my students; I can spend a lot of time with them with a concept or two that is new to them and work with them until they find understanding. On the other hand, I have learned that my patience does wear out if I begin to feel that other adults are not performing as well as they should be. Although students have yet to have learned certain skills, colleagues should be professional and reliable at all times. This research project has proved that I hold great respect for colleagues who are hardworking and dedicated while I grow quickly frustrated with those who have difficulty exhibiting into hardworking habits. Overall, I enjoyed seeing the positive impact discussions and positive reinforcement can have on a high school student.

This research project has taught me, Teacher Researcher B, several things. I found that students, parents, and teachers all have different concepts of what respect looks like. If our students are not taught what proper respect looks like then as teachers we need to teach it to

them. We can do this by leading by example, holding discussions, and lessons. Not only do we have to teach our students respect but also offer them physical and verbal recognition. This gives them self-pride and motivation to want to act appropriately. As teachers we tend to focus on the negative and rarely on the positive. In order for students to act with respect they need to know they are appreciated and are noticed for their good behavior. As a result of implementing this research project I have learned that students respond well to physical and verbal praise. When they see other classmates receive praise they want it as well. This makes the classroom environment feel more welcoming and fun to be in, therefore helps with the overall learning. I have learned about myself as a professional, I tend to expect students to know how to behave. After this project I realized that some students do not know what proper respect looks like and I have to teach them, it is not fair of me to expect them to know. I also learned that I did not give my students as much praise as they deserved. When I increased the recognition my class environment made a positive change. Working with a research group came with some difficulties, especially when everyone in the group has different personalities and skills. It is important that all members work hard and come together as a group. Overall, this project convinced me that I can be an effective teacher by not only teaching the curriculum but by teaching respectful behavior because it will enrich the classroom environment which will make learning fun.

I, Teacher Researcher C, have learned it is best to address student misbehavior immediately in private with the student when it occurs. This gave students a chance to express themselves to me. Often times the student was having a bad day or being misunderstood and having the chance to talk one-on-one was very beneficial. Most the time the behavior did not warrant a written referral, and the issue of disrespect was resolved just by having the direct

conversation. I will not be so quick to write a referral for student disrespect, as I have been in the past. Due to the findings in my research I will continue to offer physical and verbal praise. The class responded so well to the physical and verbal praise. It was surprising to me how much a class will do in order to earn candy or positive words of encouragement. I have also learned a lot about myself from working on this research paper in my cohort. The value of team can never be understated. Going into this paper, I was concerned because of my past learning disability in writing. I felt this would hinder my ability to be successful on this project. I have gotten more confident in my own writing skills as the paper has progressed. I have felt a sense of accomplishment as I have progressed in the research paper process. Like my students, getting positive feedback has driven me to do the absolute best I can. Prior to the research I was concerned about keeping track of all the research documents. Since I was able to keep the research materials organized, this proves to me that if in the future I take on a similar task, it will not be as daunting.

### **Presentation and Analysis of Results**

The teacher researchers' overall experience was that students displayed disrespectful behavior. Twenty-Six Fashion and Apparel 1 high school students, 45 Childcare and Development 1 high school students, and 9 World History high school students participated in post documentation. The evidence was documented by an observation behavior checklist, post parent survey, and post student survey. Teacher Researcher A and Teacher Researcher B distributed parent and student surveys on Tuesday, October 12<sup>th</sup> and received very few back on October 14<sup>th</sup>. Teacher Researcher A and Teacher Researcher B conducted the observation behavioral checklist on Tuesday October 12, 2010 and Wednesday October 13, 2010. Teacher Researcher C collected post observation data from December 6 through December 17, 2010.

### **Observation Behavior Checklist.**

The observation behavior checklist (Appendix A) was used to collect data regarding disrespectful behavior from the students in the teacher researchers' classrooms. The observation behavior checklist was administered in each teacher researcher's classroom for post-documentation to a total of 80 students. Post-documentation occurred on October 12<sup>th</sup> and October 13<sup>th</sup>, 2010, for Teacher Researchers A and B, and December 6<sup>th</sup> – December 17<sup>th</sup>, 2010 for Teacher Researcher C. The observation behavior checklist consisted of 13 behaviors that some may consider to be disrespectful including *swearing, talk out of turn, tardy, truancy, not doing homework, public display of affection, missing materials, speaking with negative attention, off-task behavior, verbal altercation, physical altercation, not participating, and inappropriate clothing*. The results of the observation behavior checklist are below.

Figure 18 shows students' disrespectful behavior as observed by the three teacher researchers during post documentation (n=80). Of the disrespectful behavior observed, 38% (n=30) talking out of turn, 31% (n=25) off-task, and 13% (n=10) tardy were observed the most. These three behaviors accounted for 81% (n=65) of the total behaviors observed.

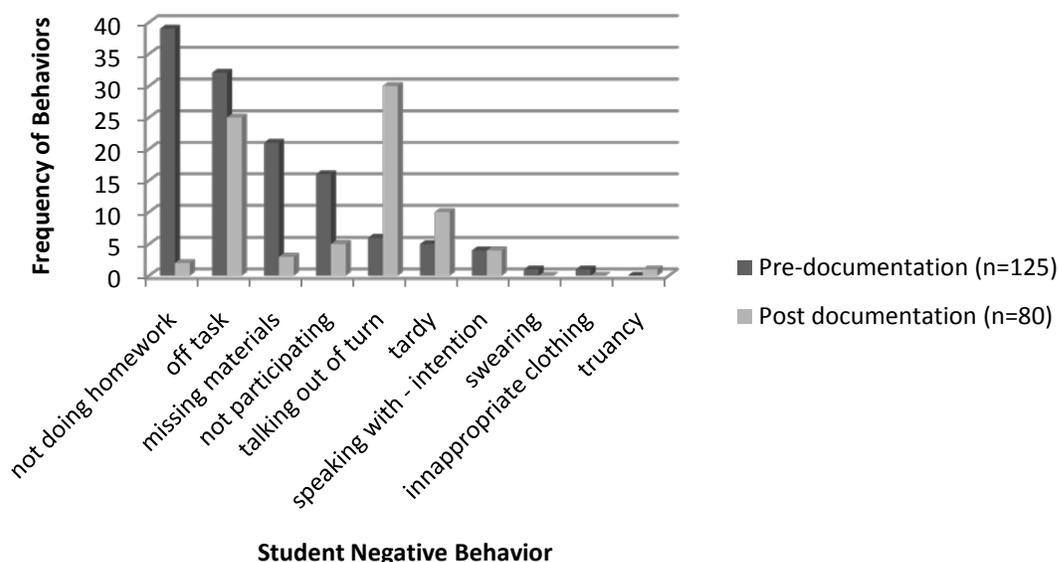


Figure 18. Observation Behavior Checklist (n=205)

Post documentation data, as displayed in Figure 18, decreased by 45 behaviors when compared to pre-documentation data, for a 36% of decrease (45/125). Not doing homework (31.2% pre; 2.5% post) had the largest decrease with 28.7%, followed by missing materials (16.8% pre; 3.7% post) with 13.1%, and not participating (12.8% pre; 6.2% post) with 6.6%. Even though frequency counts are lower during post documentation for being off task, when comparing percentages, there was actually a 5.6% increase (25.6% pre; 31.2% post) when comparing post documentation with pre documentation. Talking out of turn (4.8% pre; 37.5% post) saw an increase of 32.7% as did tardy (4% pre; 12.5% post) with an increase of 8.5%.

### Parent Survey.

The purpose of the parent survey (Appendix B) was to gain insight into the thoughts of the parents. During post documentation the teacher researchers administered the parent survey. Teacher Researchers A and B distributed the parent survey (n=65) to students to take home to

parents on October 12<sup>th</sup>, 2010, with a return on October 14<sup>th</sup>, 2010. Teacher researcher C distributed the parent survey (n=10) to students to take home during the week ending December 17, 2010. Students then returned the survey (n= 31, 41%) in a manila envelope located on each teacher researcher's desk. The parent survey consisted of five questions. One question's response was a checklist of 12 behaviors that some may consider to be disrespectful including *swearing, talk out of turn, tardy, truancy, not doing homework, public display of affection, missing materials, speaking with negative attention, off-task behavior, verbal altercation, physical altercation, and inappropriate clothing*. One of the questions was on a four-point Likert scale with two of the four anchors labeled four as *most respectful* and one as *least respectful*. One other question was on a Likert scale with no numbers used, but consisting of *always, frequently, occasionally, and never*. Two questions consisted of a frequency scale including the following ranges: *0-3 times per day, 4-7 times, 8-11 times per day, and 12-15 times per day*.

Question one of the post documentation parent survey asked parents to mark all the behaviors they believed their child exhibited at school. Results in Figure 19 display data that parents considered 76% (n=90) of behaviors that their child exhibits at school to be: swearing (n=15; 13%), physical altercation (n=12; 10%), tardy (n=11; 9%), not doing homework (n=11; 9%), missing materials (n=11; 9%), speaking with negative intention (n=10; 8%), off-task behavior (n=10; 8%), and verbal altercation (n=10; 8%). Of the parents surveyed (n=36), 42% (n=15) believed swearing is a behavior that their child exhibits in school.

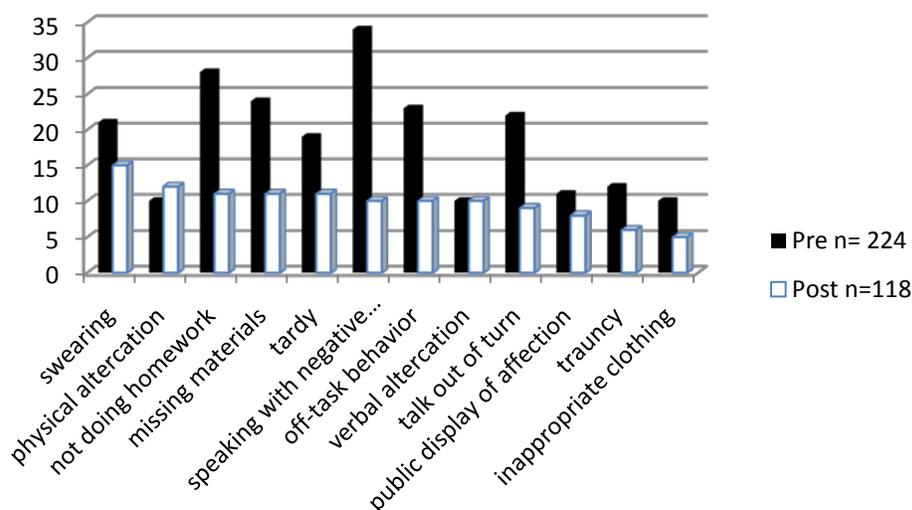


Figure 19. Parent Survey Behavior Checklist (n=342)

As summarized in Figure 19, teacher researchers observed from pre- to post documentation that 10 of 12 of behaviors decreased in frequencies observed. When comparing percentages between pre- and post documentation, the four behaviors that demonstrated the greatest decrease were, not doing homework by 3.2% (12.5% pre, 9.3% post), talking out of turn by 2.2% (9.8% pre, 7.6% post), off-task behavior by 1.5% (10% pre, 8.5% post), and missing materials by 1.4% (10.7% pre, 9.3% post).

Question two of the Parent Survey asked parents “On a scale of one to four, how would you rate your child’s overall display of respectful behavior both at school and at home?” Thirty-one parents returned the post survey and 29 answered this question. Results displayed in Figure 21 show that 100% (n=29) of parents rated a three and four on their child’s overall display of respectful behavior both at school and at home. Of the total responses (n=29), 76% (n=22) of parents rated their child a three and 24% (n=7) rated their child a four.

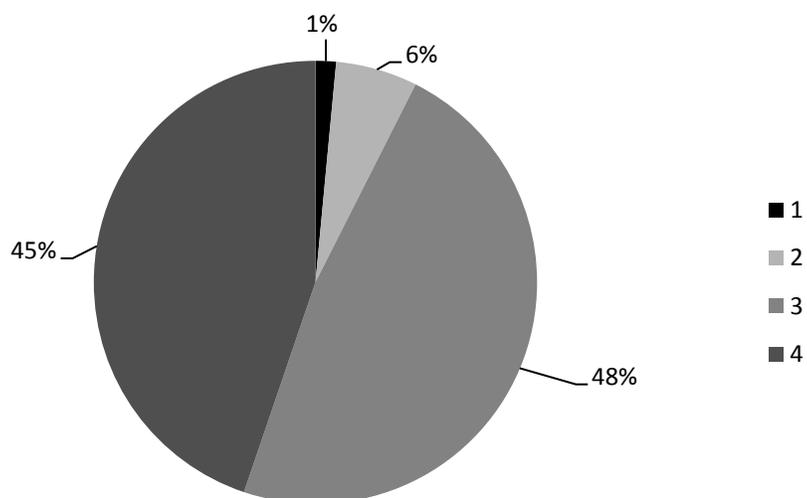


Figure 20. Pre-documentation: Parent Respect Rating (n=67)

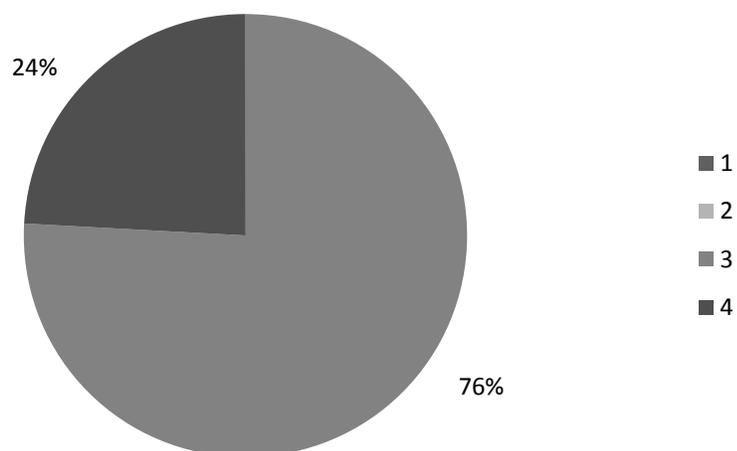
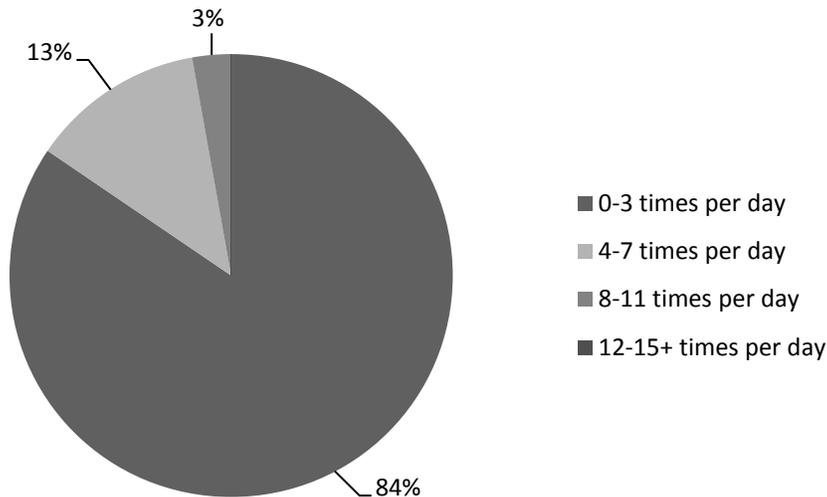


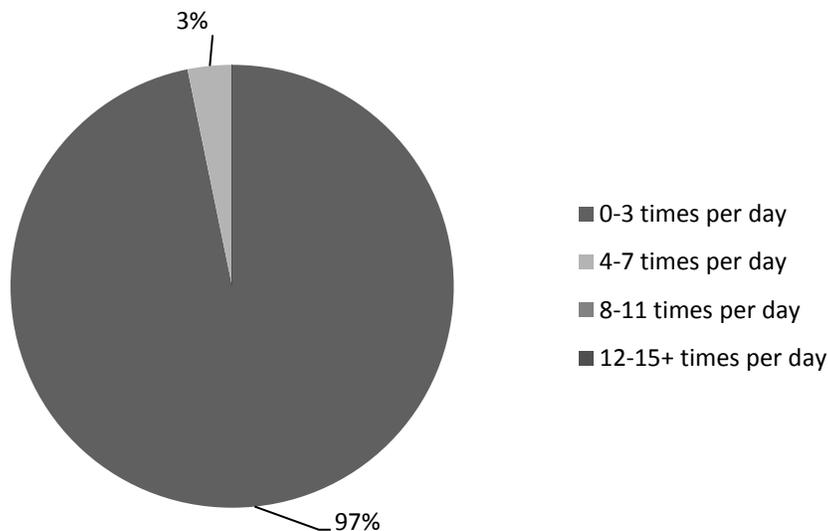
Figure 21: Post documentation: Parent Respect Rating (n=29)

Figure 20 shows the results from pre-documentation compared to Figure 21, showing post documentation results. The number of parents who rated their child a three increased from 48% (n=32) in pre-documentation to 76% (n=22) in post documentation. While 0% of parents in post documentation rated their child a 1 or 2 compared to 7% (n=5) in pre-documentation.

Question three of the Parent Survey asked parents (n=31) “On average, how often does your child display of disrespectful behavior both at school and at home?” Figure 23 shows the results from post documentation, with 97% of parents (n=30) indicating their child displays disrespectful behavior zero to three times per day.



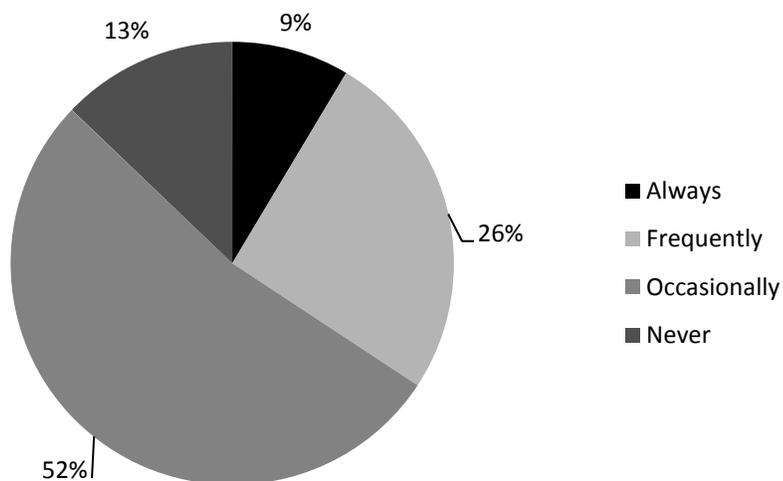
*Figure 22: Pre-documentation: Child Disrespect Frequency (n=71)*



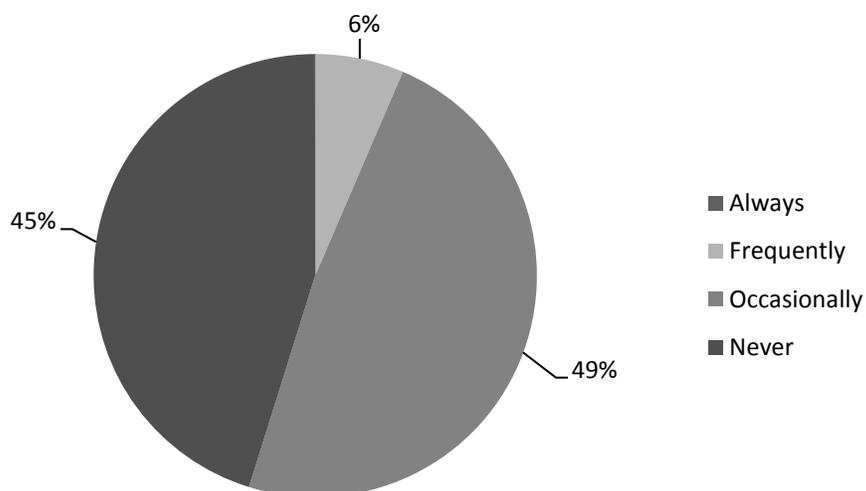
*Figure 23: Post documentation: Child Disrespect Frequency (n=31)*

Figure 22 shows the results from pre-documentation compared to Figure 23, showing post documentation results. The number of parents who said their child displays disrespectful behavior at home and at school zero to three times per day increased 13%, with 84% in pre-documentation to 97% in post documentation.

Question four of the Parent Survey asked parents (n=31) “How often do you believe other students in your child’s school display of disrespectful behaviors, negatively affect your child’s scholastic efforts?” The results from the post documentation presented in Figure 25 show that 94% of parents (n= 29) believed other students disrespectful behavior *occasionally* (n=15; 48%) or *never* (n=14; 45%) affected their child’s scholastic efforts.



*Figure 24: Pre-documentation: Affect of Disrespect Frequency (n=70)*



*Figure 25: Post documentation: Affect of Disrespect Frequency (n=31)*

Figure 24 shows the results from pre-documentation compared to Figure 25, showing post documentation results. The teacher researchers would like the reader to note that the parents

believed other students disrespectful behavior *always* and *frequently* affects their child's scholastic efforts decreased 29%, from 35% (9% and 26%) in pre-documentation to 6% (0% and 6% in post documentation).

Question five of the Parent survey asked parents (n=31) "On average, how often do you experience teacher display of disrespectful behavior?" In Figure 27, the post documentation data shows that 94% (n=29) of parents experienced teacher displaying disrespectful behavior *zero to three times per term*.

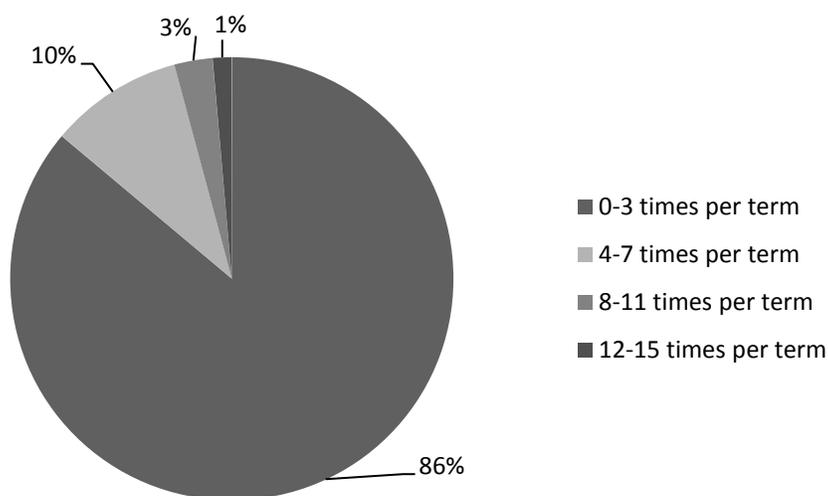
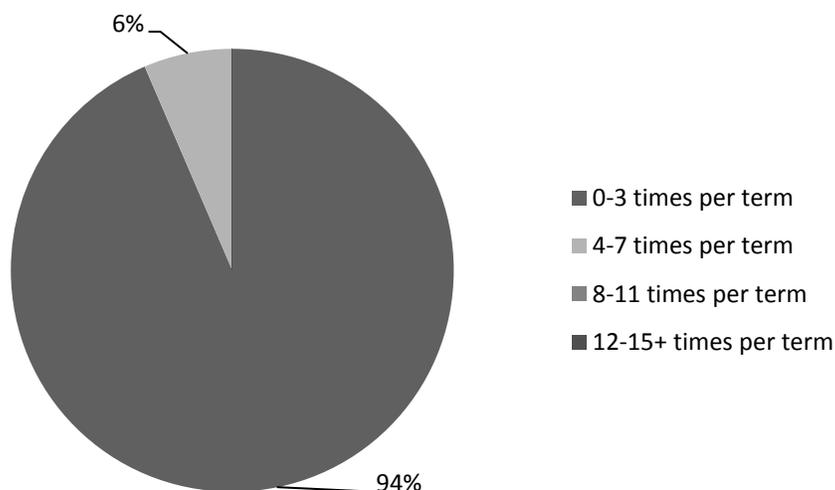


Figure 26: Pre-documentation: Teacher Disrespect Frequency (n=72)



*Figure 27: Post documentation: Teacher Disrespect Frequency (n=31)*

Figure 26 shows the results from pre-documentation compared to Figure 27, showing post documentation results. The data showed that the number of parents that experienced disrespectful behavior from their child's teacher *zero to three times per term* increased 7%, from 86% in pre-documentation to 94% in post documentation.

### **Student Survey.**

The purpose of the student survey (Appendix C) was to gather information about the problem of student disrespect. The observation behavior checklist was administered in each teacher researcher's classroom for post-documentation to a total of 80 students. Post-documentation occurred from October 12<sup>th</sup> - October 14<sup>th</sup>, 2010, for Teacher Researchers A and B and December 6<sup>th</sup> – December 17<sup>th</sup>, 2010, for Teacher Researcher C. The student survey consisted of five questions. One question's response was a checklist of 12 behaviors that some may consider to be disrespectful including *swearing, talk out of turn, tardy, truancy, not doing homework, public display of affection, missing materials, speaking with negative attention, off-*

task behavior, verbal altercation, physical altercation, and inappropriate clothing. One of the questions was on a four-point Likert scale with four being *most respectful* and one being *least respectful*. One other question was on a Likert scale consisting of *always, frequently, occasionally, and never*. Two questions consisted of a frequency scale including the following ranges: *0-3 times per day, 4-7 times, 8-11 times per day, and 12-15 times per day*.

Figure 28 shows students' responses to behaviors that they consider disrespectful (n=492). Physical altercations (n=50; 10%), swearing (n=48; 10%), truancy (n=48; 10%), verbal altercation (n=48; 10%), and talking out of turn (n=47; 10%) accounted for 49% (n=241) of the total behaviors observed. These five behaviors were closely followed by speaking with negative intention (n=44; 9%), inappropriate clothing (n=41; 8%), and not doing homework (n=40; 8%), which account for 25% (n=125) of the students observed behaviors. These top eight behaviors totaled 366 of the 492 (74%) observed student behavior.

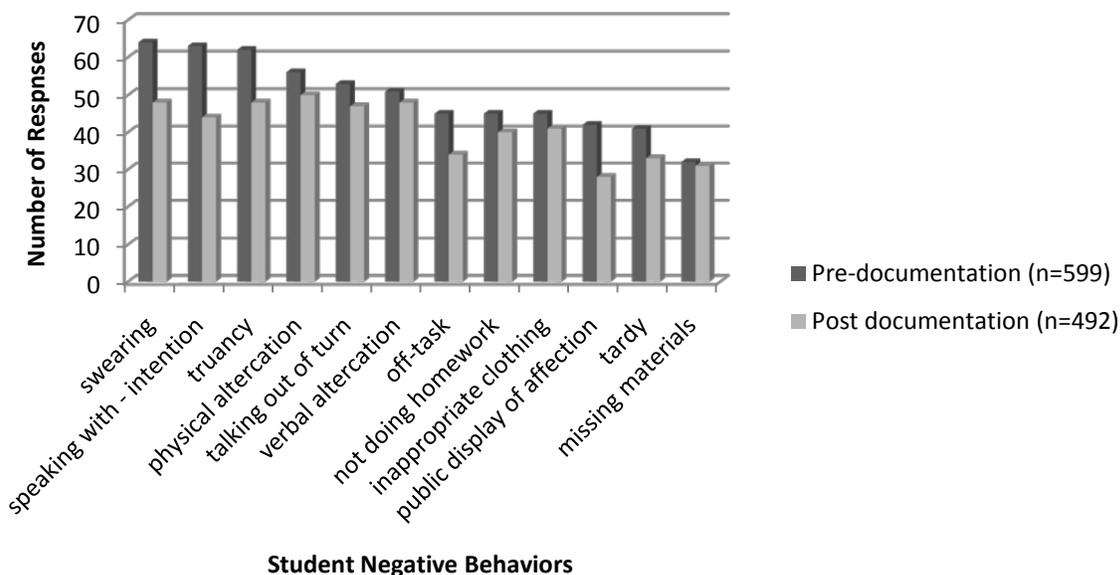


Figure 28. Student Survey Behavior Checklist (n=1091)

Post documentation data, as presented in Figure 28, decreased by 107 behaviors when compared to pre documentation data, for an 18% of decrease (107/599). Speaking with negative intension (10.5% pre; 8.9% post) had the largest decrease with 1.6%, followed by public display of affection (7% pre; 5.6% post) with 1.4%, swearing (10.6% pre; 9.7% post) with .9%, truancy (10.3% pre; 9.7% post) with .6%, and being off-task (7.5% pre; 6.9% post) with .6%.

Students (70 of the 80) rated their overall display of respectful behavior at school for post documentation. Figure 30 represents a four-point Likert scale with two of the four anchors labeled four as the *most respectful* and one as the *least respectful*. Of the students surveyed, 96% (n=67) rated themselves a 3 (n=50; 72%) or 4 (n=17; 24%) on their overall display of respectful behavior in school.

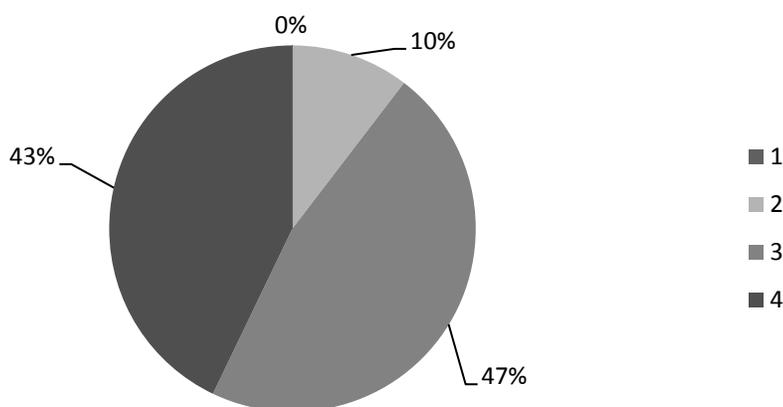
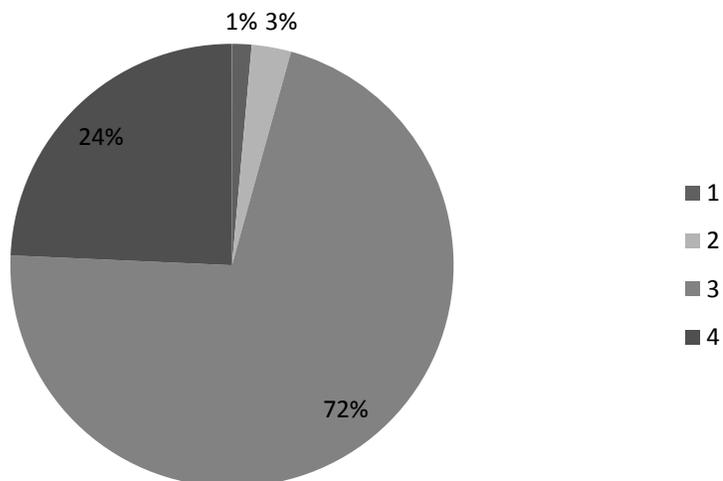


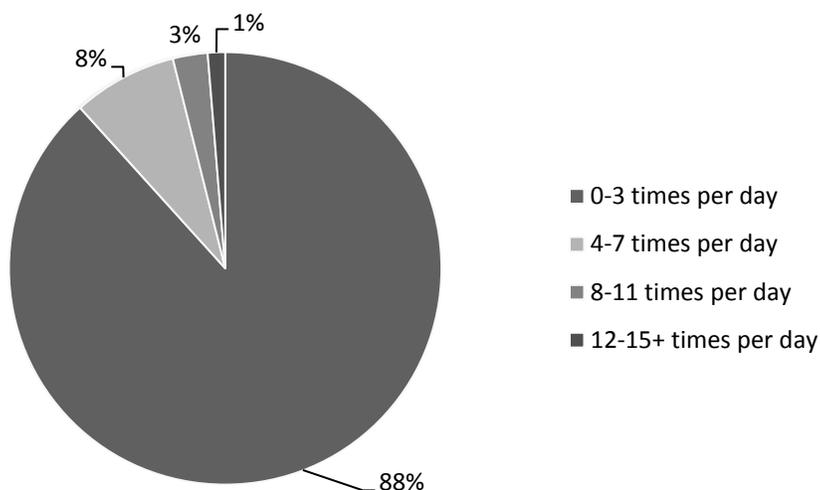
Figure 29. Pre-documentation: Student Respect Rating (n=77)



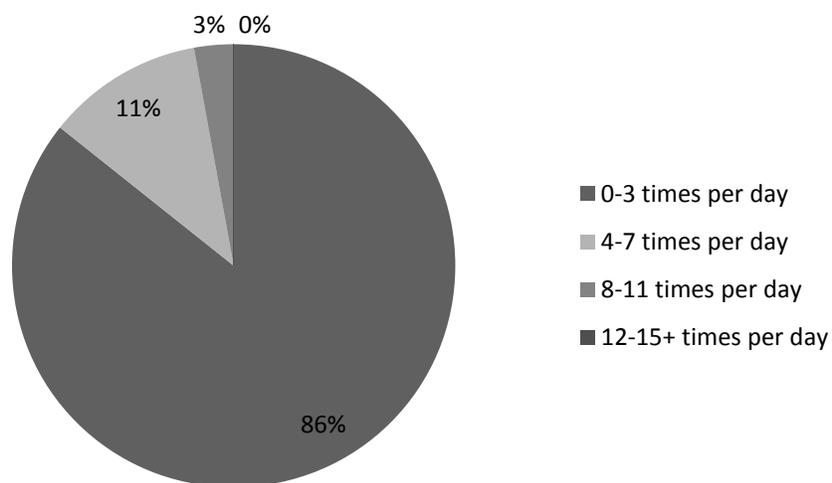
*Figure 30. Post documentation: Student Respect Rating (n=70)*

Figure 29 shows the results from pre-documentation compared to Figure 30, showing post documentation results. When comparing pre- and post documentation, data revealed a 6% increase (90% pre; 96% post) of students who rated a three or four on the overall display of respectful behavior at school.

Students responded (n=70 of 80) to how often they believe they display disrespect in a day. Figure 32 represents a frequency scale consisting of the following ranges: *0-3 times per day*, *4-7 times per day*, *8-11 times per day*, and *12-15 times per day*. Of the students surveyed, 86% (n=60) said they displayed disrespectful behavior 0-3 times per day.



*Figure 31. Pre-documentation: Child Disrespect Frequency (n=77)*



*Figure 32. Post documentation: Child Disrespect Frequency (n=70)*

Figure 31 shows the results from pre-documentation compared to Figure 32, showing post documentation results. When comparing pre and post documentation, data revealed a 2% decrease (88% pre; 86% post) in students believing that they display disrespectful behavior 0-3 times per day.

Students responded (n=70 of 80) to how often they believed other students in school displayed disrespectful behavior, negatively affecting their scholastic efforts. Figure 34 represents a Likert scale consisting of *always*, *frequently*, *occasionally*, and *never*. The majority (n=63; 90%) of students responded to *frequently* (n=20; 29%) and *occasionally* (n=43; 61%) to other students affecting their scholastic efforts because of disrespectful behavior.

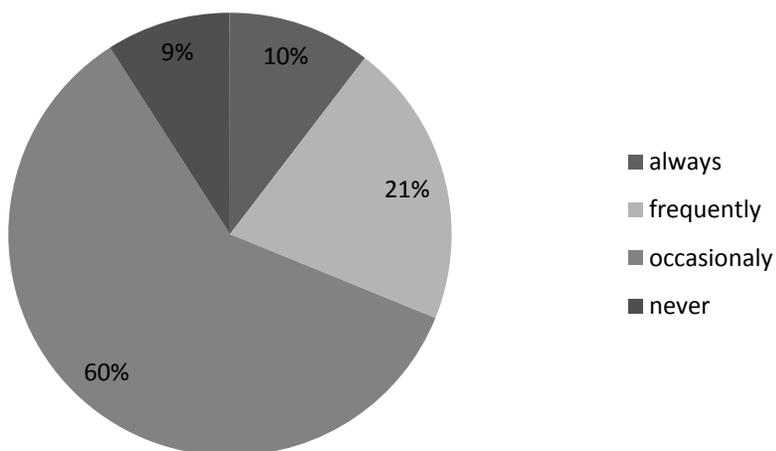


Figure 33. Pre-documentation: Affect of Disrespect Frequency (n=77)

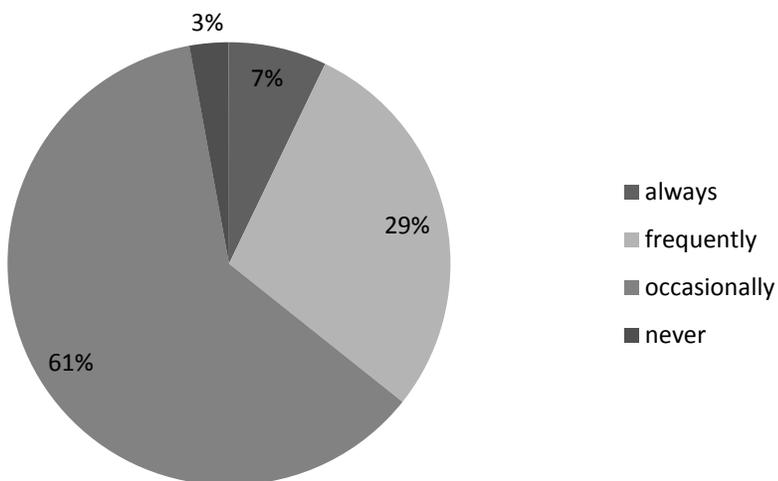


Figure 34. Post documentation: Affect of Disrespect Frequency (n=70)

Figure 33 shows the results from pre-documentation compared to Figure 34, showing post documentation results. When comparing pre and post documentation, data revealed an 8% increase (pre 21%; post 29%) in students believing other students display disrespectful behavior frequently.

Students responded to how often they experienced their teacher display disrespectful behavior (n=70 of 80). Figure 36 represents a frequency scale including the following ranges: *0-3 times per day*, *4-7 times per day*, *8-11 times per day*, and *12-15 times per day*. Of the students surveyed, 94% (n=66) responded teachers demonstrating disrespectful behavior to them 0-3 times per day.

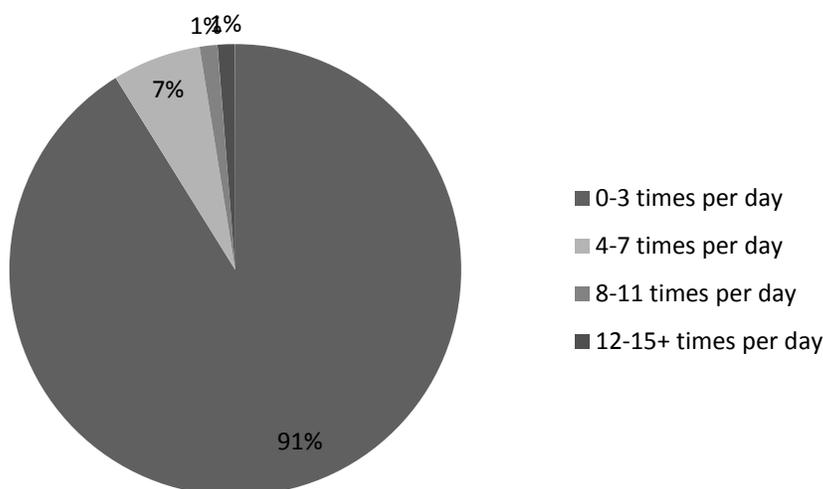
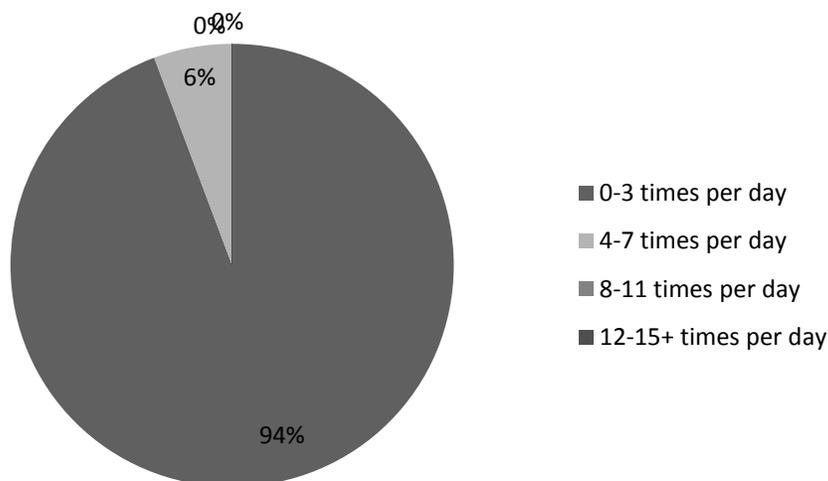


Figure 35. Pre-documentation: Teacher Disrespect Frequency (n=79)



*Figure 36.* Post documentation: Teacher Disrespect Frequency (n=70)

Figure 35 shows the results from pre-documentation compared to Figure 36, showing post documentation results. When comparing pre and post documentation, data revealed a 3% increase (pre 91%; post 94%) in students believing their teachers displayed disrespectful behavior 0-3 times per day.

### **Summary**

The behavior changes noted by the teacher researchers (Figure 18) did reveal a consistent change in behaviors with an overall decrease in disrespectful behaviors. At the same time, students also noted that they had a clearer understanding of respect after experiencing the implemented interventions (Figure 28). Parents observed numerous decreases in disrespectful behavior including not doing homework (Figure 19), talking out of turn (Figure 19), off-task behavior (Figure 19), and missing materials (Figure 19). In the end, the interventions reportedly had a positive impact on student respect and their understanding of respect.

## **Conclusions and Recommendations**

### **Conclusions.**

There are important changes to note when comparing pre- and post analysis results of the data from the surveys and checklists. One of the first important changes in the observation behavior checklist was a decrease in 45 inappropriate behaviors (Figure 18) from the students in the three researchers' classes. The student survey behavior checklist also decreased in frequency of observed behavior by 107 occurrences (Figure 28). This leads the teacher researchers to conclude the total amount of inappropriate behavior become less frequent in class.

Students rated themselves as being overall more respectful after the interventions took place (Figures 31 & 32). It is likely that the positive reinforcements led to this finding. There was a slight decrease on students responded to how often they showed disrespectful behavior (Figure 30). Students realized that some of the things they had done in the past that they thought were not disrespectful, actually exhibited disrespect. Since disrespectful behavior was demonstrated and discussed in lessons during the interventions, it is possible that students' awareness increased and therefore more accurately identified being disrespectful on a daily basis than when completing the pre-documentation tool.

Students believed their peers showed an increase in disrespectful behavior (Figures 33 & 34). They may not have thought of these behaviors to be disrespectful in the past, but hopefully, since experiencing the interventions they now know what is respectful and what is disrespectful.

Students reported their teachers showing a slight increase of disrespect from the pre survey to the post survey (Figures 35 & 36). Yet again, students are getting better at noticing disrespect and may start seeing things that their teachers are doing as disrespectful that they may have overlooked before.

**Recommendations.**

Reflecting upon our data and professional observations, we were pleased with the seemingly positive results of our interventions. We feel as though the positive behavior intervention strategies used through Respect Lessons including Respect and Responsibility Mini-Lesson (Appendix F) and Respect/Disrespect Role-Play Lesson (Appendix G) and Charger Cash (Appendix E) did contribute to the improvement in behavior.

We have decided to not fully continue with Respect Lessons (Appendix F) within our elective classes. Although most students were responsive and engaged, our results cannot support that the Respect Lessons were impactful enough to create meaningful change. Since the data shows only subtle results, the time constraints of getting through an entire curriculum within a term is difficult enough without the added Respect Lessons. We would, however, recommend that Respect Lessons be utilized in a classroom environment that does not require a curriculum to be followed such as a study hall or homeroom environment. An additional idea that we will be utilizing in order to not drop Respect Lessons completely, would be to use them at teachable moments. When you are teaching a topic that can relate to respect or classroom behavior warrants attention, shorter and less elaborate discussions will be used.

On the other hand, we will continue to use Charger Cash (Appendix E). This was an effective tool on numerous levels. One of the most significant reasons for continued use is the lack of time commitment. The Charger Cash can be handed out immediately without taking time away from curriculum/class time. In addition, not only are the students who receive the physical reward, but students who witness the positive recognition are more inclined to use that behavior as a model of how to behave. This type of reward is also one of which students can see and feel continuous benefits. Not only do the students who receive as well as the students who are

witnesses to the Charger Cash experience the reward, but the reward process continues when the student turns in the Charger Cash to become a part of the drawing and also when the winners of the drawing are announced.

In the end, however, if we were to do the project differently, we would work with our homeroom class. Working with them would take no time out of completing a full curriculum. There is a lot of time that can be made useful in this type of environment.

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## **APPENDICES**

### Appendix A: Behavior Observation Checklist

#### Observation Behavior Checklist

Teacher: \_\_\_\_\_  
 Classroom: \_\_\_\_\_

Pre-Documentation \_\_\_\_\_  
 Post-Documentation \_\_\_\_\_

Directions: Put a tally mark each time you observe the following disrespectful behaviors.

Day	Swearing	Talking out of Turn	Tardy	Truancy	Not Participating	Public Display of Affection	Missing Materials	Speaking with Negative Intention	Verbal Altercation	Off Task	Physical Altercations	Not doing Homework	Inappropriate clothing
Day 1 Date: _____													
Day 2 Date: _____													



## Appendix B: Parent Survey

### Parent Survey

1) Mark all of the following behaviors that you believe your child exhibits at school.

- |  |   |
|--|---|
| <input type="checkbox"/> swearing                    | <input type="checkbox"/> missing materials                |
| <input type="checkbox"/> talk out of turn            | <input type="checkbox"/> speaking with negative intension |
| <input type="checkbox"/> tardy                       | <input type="checkbox"/> off-task behavior                |
| <input type="checkbox"/> truancy (ditching)          | <input type="checkbox"/> verbal altercation               |
| <input type="checkbox"/> not doing homework          | <input type="checkbox"/> physical altercation             |
| <input type="checkbox"/> public display of affection | <input type="checkbox"/> inappropriate clothing           |

2) On a scale of 1-4, how would you rate your child's overall display of respectful behavior both at school and at home?

(4 being always respectful and 1 rarely respectful).

4                      3                      2                      1

3) On average, how often does your child display of disrespectful behavior both at school and at home?

0-3 times per day      4-7 times per day      8-11 times per day      12-15+ times per day

4) How often do you believe other students in your child's school display of disrespectful behaviors, negatively affect your child's scholastic efforts?

Always                      Frequently                      Occasionally                      Never

5) On average, how often do you experience teacher display of disrespectful behavior?

0-3 times per term      4-7 times per term      8-11 times per term      12-15+ times per term

## Appendix C: Student Survey

### Student Survey

1) Mark all of the following behaviors that you believe to be disrespectful in school.

- |  |   |
|--|---|
| <input type="checkbox"/> swearing                    | <input type="checkbox"/> missing materials                |
| <input type="checkbox"/> talk out of turn            | <input type="checkbox"/> speaking with negative intension |
| <input type="checkbox"/> tardy                       | <input type="checkbox"/> off-task behavior                |
| <input type="checkbox"/> truancy (ditching)          | <input type="checkbox"/> verbal altercation               |
| <input type="checkbox"/> not doing homework          | <input type="checkbox"/> physical altercation             |
| <input type="checkbox"/> public display of affection | <input type="checkbox"/> inappropriate clothing           |

2) On a scale of 1-4, how would you rate your overall display of respectful behavior in school  
(4 being always respectful and 1 rarely respectful).

4                      3                      2                      1

3) On average, how often do you display disrespectful behavior?

0-3 times per day      4-7 times per day      8-11 times per day      12-15+ times per day

4) How often do you believe other students display of disrespectful behaviors, negatively affects your scholastic efforts?

Always                      Frequently                      Occasionally                      Never

5) On average, how often does your teacher display disrespectful behavior?

0-3 times per day      4-7 times per day      8-11 times per day      12-15+ times per day

## Appendix D: Teacher Survey

### Teacher Survey

Mark all of the following student behaviors do you believe to be disrespectful in school.

- |  |   |
|--|---|
| <input type="checkbox"/> swearing                    | <input type="checkbox"/> missing materials                |
| <input type="checkbox"/> talk out of turn            | <input type="checkbox"/> speaking with negative intension |
| <input type="checkbox"/> tardy                       | <input type="checkbox"/> off-task behavior                |
| <input type="checkbox"/> truancy (ditching)          | <input type="checkbox"/> verbal altercation               |
| <input type="checkbox"/> not doing homework          | <input type="checkbox"/> physical altercation             |
| <input type="checkbox"/> public display of affection | <input type="checkbox"/> inappropriate clothing           |

2) On a scale of 1-4, how would you rate students display of respectful behavior in school (4 being always respectful and 1 rarely respectful).

4                      3                      2                      1

3) On average, how often do students display disrespectful behavior in your classroom?

0-3 times per day      4-7 times per day      8-11 times per day      12-15+ times per day

4) How often do you believe students display of disrespectful behaviors, negatively affect other students scholastic efforts?

Always                      Frequently                      Occasionally                      Never

5) On average, how often do teachers display disrespectful behavior?

0-3 times per term      4-7 times per term      8-11 times per term      12-15+ times per term

### Appendix E: Charger Cash

*Student Name:* \_\_\_\_\_

*Staff Signature:* \_\_\_\_\_

*Student Name:* \_\_\_\_\_

*Staff Signature:* \_\_\_\_\_

Thank you for demonstrating  
Charger Pride!

D  
C  
A  
\$  
H

BE RESPECTFUL \* BE RESPONSIBLE \* BE POSITIVE

Thank you for demonstrating  
Charger Pride!

D  
C  
A  
\$  
H

BE RESPECTFUL \* BE RESPONSIBLE \* BE POSITIVE

*Student Name:* \_\_\_\_\_

*Staff Signature:* \_\_\_\_\_

*Student Name:* \_\_\_\_\_

*Staff Signature:* \_\_\_\_\_

## Appendix F: Respect & Responsibility Mini-Lesson

### Respect & Responsibility Mini-Lesson

*Objective:* Students will see the responsibility of others' their own age. They will build confidence in the importance of respect and responsibility. They will engage in meaningful discussion regarding act of respect and responsibility in a non-threatening/judging atmosphere.

1) Tell your students that they will play a game of Simon Says where only some students will respond to the commands.

2) Explain that they must watch carefully while they play because they will be asked to tell one new thing they learned about someone else.

3) Lead a game of Simon Says. Provide such directions as:

- Simon says "Everyone with brown eyes, stand up.
  - ...is excited for summer, clap three times.
  - ...is the oldest in your family.
  - ...is the youngest in your family.
  - ...is an only child.
  - ...is going somewhere for spring break
- Simon says "Everyone who has chores at home, put your right hand on your head."
  - ...take out the garbage.
  - ...has a wash the dishes.
- Simon says "Everyone who typically does homework, stand on one foot."
  - ...turns in homework on time.
  - ...always on time to class.
  - ...does not swear in class
  - ...has all of their supplies with them today
- ...and so on. Choose categories appropriate for your students.

4) At the end of the game, have students sit in a circle (or some sort of discussion form)

- Ask students to give one way that he or she and another student are alike. Are different?
- Encourage the traits to best be something they didn't know before.
- Students might say, for example, "I didn't know that Katie spoke Spanish" or "I didn't know that Jose was left-handed."

5) Discussion: Why is it important to recognize that you may have more in common with one another than you think, in terms of respect? Why is it important to recognize and respect the differences?

## Appendix G: Respect/Disrespect Role-Play Lesson

### Respect/Disrespect Role-Play

**Directions:** Have students act out each disrespectful scenario followed by a class discussion of the negative aspects and improper techniques used within them. After identifying the disrespectful parts of the scenario, have the students react the scenarios applying their corrections for what they believe to be a proper respectful scenario.

Scenario 1: The hallways are crowded. Students are blocking the hallways by talking to their friends and making out with their boyfriend/girlfriend. Student “A” is walking slow, so student “B” pushes student “A” and says “Dumb freshman, they are always making us late”. Student “A” pushes back and a fight starts.

#### Disrespectful behaviors:

- \* Public display of affection
- \* Physical altercation
- \* Speaking with negative intention



Scenario 2: The bell has rung and 5 minutes later student “A” runs in late. The teacher starts to teach but has to stop because student “A” is talking to student “B” about what they are doing over the weekend. The teacher starts to yell at the students. Then the teacher turns around and finds student “C” texting. The teacher says to hand over the phone. Student “C” refuses and starts to swear at the teacher. The teacher sends student “C” to the dean’s office.

#### Disrespectful behaviors:

- \* Tardy
- \* Swearing
- \* Verbal altercation
- \* Off-task behavior

Scenario 3: Class is about to start, the teacher is struggling to open the door but has a hard time doing so, because her arms are full. The teacher finally is able to get into the classroom and tells the students to get their homework out and work on their journal. Student "A" yells out "can I go to my locker I left my journal there!" Student "B" yells out "I need to borrow a pencil". The teacher writes a pass for student "A" and gives a pencil to student "B". Then the teacher asks the class where Jayden was because she had just seen him in the halls. One student said he was ditching to go to lunch. When the teacher walked around only half of the class had their homework done.

**Disrespectful behaviors:**

**\*Truancy**

**\*Not doing homework**

**\*Missing materials**

## Appendix H: Role Playing 1

### Role Playing 1

Have students act out these scenarios:

- Someone pushes you in the hallway
- You are late for your class
- A teacher asks you to take off your hat
- A friend lies to you
- You get mad a teacher for earning a bad grade

Act out these scenarios as you would naturally, and then act them out trying to be as positive as you can.

## **Appendix I: Role Playing 2**

### **Role Playing 2**

Have students act out these scenarios:

- You find out your girlfriend cheated on you
- You wake up late for school
- You see a friend copying on a test
- You hear another student from a different school say “Your school sucks!”
- You see a student sitting by themselves at lunch

Act out these scenarios as you would naturally, and then act them out trying to be as positive as you can.