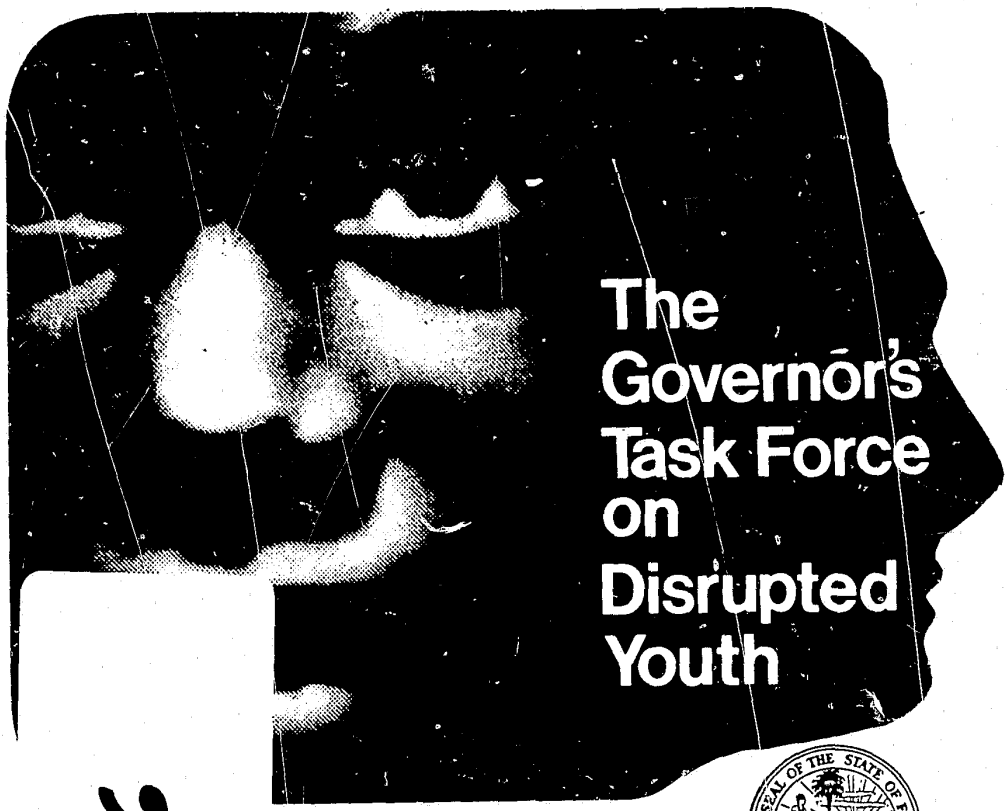

The Governor's Task Force on Disrupted Youth

THE GOVERNOR'S TASK FORCE ON

DISRUPTIVE YOUTH

Phase I Report

September 14, 1973

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The Governor's Task Force on Disruptive Youth

Phase I

Interim Report

Introduction:

The issue of school disruption is certainly not a new one. Most certainly the history of schools in the United States would have to have a significant chapter or two devoted to the issue of disruptive students for that history to be truly representative. Although disruption by students is not a new occurence in American schools, it has become a more frequent occurence as well as involving greater numbers of students. In Florida, the issue of disruptive students has affected every school system to some extent and has resulted in losses of both future manpower available to the state and fiscal resources in terms of specialized programs, repairs, security, etc. It is with these aforementioned problems in mind that the Governor's Task Force on Disruptive Youth was established and commissioned to conduct a survey of selected counties throughout the state of Florida.

In June of 1973, the Governor's Task Force received funding from the Governor's Council on Criminal Justice to carry out a study of disruptive youth in Florida schools. Upon receipt of funding, the Governor's Task Force hired Dr. Stephen A. Rollin of Florida State University to begin the study. The time frame for the study was from July 1, 1973 to September

14, 1973 at which time the data would be presented to the superintendents of schools from whose counties the data was collected.

Statement of the Problem:

There were five major questions to be answered by the study. These questions were: 1) Could a demographic description of those students who had been characterized as disruptive be developed; 2) could variables be isolated that would be predictive of disruptive youth; 3) could the frequency and type of disruption be identified; 4) could the frequency and type of suspension or expulsion be identified; and 5) what types of research and programs are being developed, utilized, and evaluated across the country? The body of this report will be directed toward the answers to the aforementioned questions.

Procedures:

The first issue that had to be resolved in relation to the procedures issue was to come up with an operational definition of disruptive youth. It was decided that those students who had been suspended or expelled would constitute our disruptive population.

The next procedural question was to determine which counties and how many counties would be selected to be surveyed. Three criterion were chosen for use in the selection of counties from among Florida's sixty-seven counties. These criterion were: 1) Geographic. We were interested in having counties from the south, central and northern sections of the state; 2) Urban-Rural. We wanted to have a good mix of those counties within

the state that had large urban centers as well as those counties that were largely rural; and 3) Accessability. We were concerned about the logistics of getting our research staff in and out of counties in a limited period of time and, therefore, decided to choose counties that were geographically contiguous. Ten counties were decided upon as the target for our survey and those counties were: 1)Leon; 2)Gadsden; 3)Marion; 4)Duval; 5)Lake; 6)Orange; 7)Hillsborough; 8)Polk; 9)Manatee; and 10)the North West District of Dade County. The next step was to develop the survey instrument, and validate the instrument.

The model for the instrument came from a survey instrument developed by the South Carolina Department of Education. Some modifications were made in the instrument so that it would be better suited to provide the kinds of information called for in the questions raised by the Governor's Task Force. These questions are listed in the section of this report entitled, "Statement of the Problem." Upon completion of the construction of the instrument, a validation study was conducted using Leon county schools. As a result of this preliminary survey, the instrument was changed. The changes centered around the deletion of redundant items. One of the issues that came to the fore as a result of the validity of the instrument was source of student data. It was decided that the pupils' cumulative folders would be used as the source of data. After all this was completed, there were only two more preliminary steps to be made before the full blown survey could begin.

The first of these last two steps was to procure letters of support and introduction from the Governor, the Commissioner of Education and from the Florida Committee of the Southern Association of Schools and Colleges. These letters were sent out to all the involved counties announcing the survey and requesting the support and cooperation of the county superintendents. We might add at this point that the officials in the counties were most helpful and cooperative. This left but one more step before the survey could begin.

This step included the selection and training of field researchers to carry out the survey. Twelve graduate students from Florida State University and Florida Agricultural and Mechanical University were selected. They were broken into three teams of four students each. Each team had a team leader who had the responsibility to making sure all went smoothly. The team leaders were initially trained by having them collect the data for the validation study that was conducted in Leon county and they, in turn, were charged with the responsibility of training their team members. The teams, after training, were each given three counties with Leon being completed by the team leaders. Team I had Gadsden, Marion, and Duval; Team II had Lake, Orange, and Polk; and Team III had Manatee, Hillsborough, and Dade.

Research Design:

The research design utilized called for an examination of data from two high schools per county. Of the two schools per

county, one was from the urban center of the county and the other from the rural area of that same county. The design further called for the examination of the folders for all the disruptive pupils in the selected schools. The folders of an approximately equal number of non-disruptive pupils were also surveyed. The folders for the non-disruptive students were randomly selected to assure an unbiased sample. With information on both disruptive and non-disruptive students available, appropriate statistic procedures could be executed.

Results:

The data analytic procedure employed in this study consisted of two basic strategies: descriptive statistics in the form of means and standard deviations describing the relative location for each county and the full state sample on all parameters in the model, followed by a series of multiple regression analyses. Our purpose in employing a multiple regression strategy was to employ a procedure which would allow the construction of a series of prediction models. Each prediction model would be specific to a particular sample, i.e., a county or the entire state sample. Generally, approaching the prediction of disruptive behavior is facilitated by a statistical model which allows for the inclusion of multiple predictors. The multiple regression model employed here allows this.

A total of 87 variables was collected for analysis in the present study. Although all 87 variables are not employed in

the regression analyses because of the high intercorrelation among predictor variables and their descriptive nature all variables were subjected to description. Means, standard deviations, and sample size for all counties and the full state sample can be found in Tables 1-11. The reader will note that many of the variables are purely descriptive of the nature of the particular sample under discussion.

The basic task of the data analysis stage was to address the question, Can a series of socioeconomic and academic background factors be used to significantly predict the tendency toward disruption as defined in this study. After a series of trial analyses, 15 predictor variables were selected for a final regression model. Many of the original 87 variables were excluded because they either did not lend themselves to regression analysis or they were already highly intercorrelated with one of the final 15 predictor variables, hence their influence is indirectly included in the final model. For example, scores on the statewide 9th grade achievement test include several sub scales in addition to the verbal and Quantitative aptitude scales employed here. However, the interrelationships among the scales is so high as to render more than one or two of the scales virtually useless in the context of prediction.

The 15 predictor variables retained for the final regression analyses included two basic categories: socioeconomic variables, including sex, race, age, father's occupation, number of sibilings in the family, and whether or not the subject lived

with both parents. A second class of variables included primarily academic achievement and background variables for the subjects. These included grades received in the 6th grade in reading, writing, and arithmetic, the most recent year's grade point average, and the verbal and quantitative scales of the statewide ninth grade achievement test. In addition, three school-related variables were included which were participation in sports, extracurricular activities, and tendency for referral to psychological services within the school context.

The basic strategy then, was to regress the tendency to disruptive behavior on a linear combination of the 15 predictor variables outlined above. Multiple regression analyses were completed for the entire state sample, and for each county as well. For each sample, several regressions were computed. First the full model correlating the 15 predictors to the disruptive criterion was computed. Output for this model includes the multiple R, R^2 (the percentage of variance in the criterion accounted for by the linear combination of the predictors), the F-test of significance of the model from chance and the statistical level of probability. Two additional regression models were constructed and tested for each sample. First, the regression of <u>only</u> the socioeconomic variables and the criterion was computed. The socioeconomic was then tested for significance from the full model to assess if the socioeconomic variables were contributing anything of value to the prediction of the criterion of disruptive behavior. A third regression model was then constructed, employing <u>only</u>

the academic variables in the equation. Likewise this new model was tested against the full model to assess its utility in the overall prediction scheme. Finally, partial correlations between each set of predictors (socioeconomic and academic) were computed. The object of the partial correlation analysis was to provide an estimate of the predictive power of each of the predictor sets when the influence of the remaining set has been completely removed or eliminated.

The results of the regression analyses performed in all counties and on the full state sample are presented in Tables 12-23.

On inspection several features of the regression analyses stand out. First, the average level of the multiple R's across the counties is .56 with an average R^2 of .31. The correlation coefficients range from a low of .44 to a high of .67 across the 10 counties included in this survey. On the average, then, approximately 31% of the variability between disruptive and non-disruptive youth is accounted for by the linear combination of predictor variables included in this study. In one county the figure goes as high as 45%. All the multiple correlations are statistically significant indicating that the results are very unlikely to be random or chance phenomena. The importance of each of the individual predictors in any given model is assessed by examining the partial regression coefficients associated with each of the prediction equations. This is most efficaciously done on a county by county basis and this can be done by examining Tables 13-24.

A review of table 25 will indicate to the reader the relative Beta weights for each county plus those Beta weights for all ten counties. Of the fifteen variables identified as the best predictors (listed on table 12) six appear to account for the greatest percent of the variance. Those six are: 1) Sex; 2) Race; 3) Sixth grade test score; 4) Most recent grade point average; 5) Verbal Aptitude (ninth grade test), and 6) Psychological referral. In relation to these six variables, if a pupil was male, black, had a low sixth grade test score, a low grade point average, a low verbal aptitude score and had not been referred for psychological services, he was more likely to become a disruptive student and be either expelled or suspended from school. This profile reflected a pattern across all ten counties surveyed. The importance of these variables as predictors varied some across counties in terms of which variable accounted for the greatest percentage of the variance in the regression equation. Table 26 provides an overview of the single most important variable per county. In some counties, the Beta weights were so close that two variables were reported as being most significant. It is important to point out here that even though we have isolated a set of variables that appear to predict who will be disruptive, it is not just one variable or two variables, but the interplay between those variables that provides the greatest predictive validity. An example would be academic achievement as opposed to just the sixth grade test. Obviously, within the academic achievement

cluster, there are prediction variables that are more powerful than others, like most recent grade point average. The point of all this is just to caution the overzealous reader from jumping to conclusions based on the use of just one predictive variable. At this point, we would like to turn to the report of our field researchers in relation to their observations and the problems they encountered.

Field Research Report:

The primary observation and problem encountered by our field researchers was the lack of organization of records and cumulative folders. Every county, and sometimes individual schools within a county, had their own way of filing. For example, some counties would file by student, some by grade level, some alphabetically and some according to schools. The latter was done in counties where records of suspended students were kept in the county office. We also ran into a number of lost files, misplaced folders, and incomplete folders.

In relation to the suspension forms in some counties, there was no provision to tell which teacher had recommended the suspension. On the other hand, where records were kept of which teachers did refer students for suspension, we found that often it was four or five teachers who made approximately eighty percent of the referrals. We also discovered in relation to information within the folder, that it was often incomplete or obsolete. That is, in 2 out of 3 folders, the current grade level of the student was missing. In some folders, most of the information was taken in the elementary school and there

was little updating of the data relating to the students.

In terms of locating information, in some counties this was a problem because information might be kept in two or three different locations and there was no cross reference to indicate where things might be found. It is important to note that the problems we encountered were mechanical, not personal. The county superintendents and their staffs were most cooperative, courteous and helpful. They truly facilitated our research. We believe it is now appropriate to move to conclusions and recommendations.

Conclusions and Recommendations:

We have found as a result of our research that the percentage of blacks to whites who have been suspended or expelled is forty-four percent black to fifty-two percent white while the percentage of blacks to whites in the schools across the state, according to the "State Accreditation Quantitative Report of 1972" reported only twenty-three percent blacks to seventy-seven percent white. It would appear that a disproportionate number of black students have been expelled or suspended.

We have further determined that the average suspension for the sample was 7.3 days or a total for the entire sample of 2420 disruptive students, of 17,666.3 days over a two year period. If the number of in school suspensions are added to the above total (17,666.3 + 317.5) a grand total of 17,983.8 school days were lost due to suspensions.

We further determined that the major reasons a student was suspended were the following: (They are listed in descending order of frequency) 1)Truancy or skipping; 2)Violation of school rules; 3)Physical violence against a person; 4)Disobedience; 5)Verbal abuse to staff member; and 6)Smoking. It seemed an interesting irony that a truant would be suspended. Tables 1-11 were the sources for the above conclusions.

In terms of the predictability of potential dropouts we determined that the academic achievement variables seemed to be the most powerful predictors of potential disruptive youth; and were more useful than socioeconomic criterion. The criterion that seemed as most useful as pointed out earlier was last year's grade point average, followed by the reading part of the sixth grade test and the verbal aptitude of the ninth grade test. If this data is sound, and we believe it is, it would suggest the academic tracking of students fairly early in their educational career and attempting to provide specialized instruction, especially in verbal and ready skills areas.

Our research further suggests that the issue of disruption is not just a student problem but a teacher and administrator problem and , therefore, we recommend in-service training programs that would center on problem identification, conflict resolution, human relations and reading.

We further recommend that a policy be adopted on a state wide basis that would provide for students' rights and responsibilities. A possible model might be a program developed

by the New Mexico Department of Education.

Our recommendations also include a plea for standardizing student record keeping and filing across the state. This would include provision for yearly entries of data about students, inclusion of the teachers' names who recommended suspension. We also believe that a student's history of suspension or expulsion should not be kept in his permanent file, but this provision could be included in the document on student rights and responsibilities.

We further feel, based on our data, that the availability and utilization of psychological services is a possible detriment to disruption. We include both in school (the counselor, school psychologist) and out of school (psychiatrist, mental health clinics) people and agencies as possible sources of referral.

Do away with corporal punishment. It is humiliating and counterproductive.

In conclusion, we are optimistic that the problem of disruption is a soluble one. As is true in most comtemporary problems facing American education, they require ideas, funding, and commitment to be solved. We believe that Florida has an abundance of all three of these necessary ingredients listed above - so let's get moving!

HOLLINGSHEAD'S LISTING OF OCCUPATIONS

The Occupational Scale

1. Higher Executives, Proprietors of Large Concerns, and Major Professionals
   - a. Higher Executives
   - b. Large Proprietors (Value over $100,000.)
   - c. Major Professionals
2. Business Managers, Proprietors of Medium Sized Business, and Lesser Professionals
   - a. Business Managers in Large Concerns
   - b. Proprietors of Medium Business (Value $35,000-$100,000)
   - c. Lesser Professionals
3. Administrative Personnel, Small Independent Businesses, and Minor Professionals
   - a. Administrative Personnel
   - b. Small Business Owners
   - c. Semi-Professionals
   - d. Farmers - Farm Owners ($25,000-35,000)
4. Clerical and Sales Workers, Technicians, and Owners of Little Businesses (value under $6,000.)
   - a. Clerical and Sales Workers
   - b. Technicians
   - c. Owners of Little Businesses
   - d. Farmers - Owners ($10,000-$20,000)
5. Skilled Manual Employees and Small Farmers (under $10,000.) and Tenants who own farm equipment
6. Machine Operators and Semi-Skilled Employees and Smaller Tenant Farmers who own little equipment
7. Unskilled Employees (including unemployed)

TABLE 1

Means, Standard Deviations, and Number of Subjects for Eighty-Seven Variables for Leon County

* Best Predictors of Disruptive Youth

Variable	Mean	Standard Deviation	Number of Subjects
*1 Sex (Male=1,Female=0)	.5471	.4983	499
*2 Race,Black (1=yes,0=no)	.5010	.5005	495
*3 Race, White (1=yes,0=no)	.4970	.5005	495
*4 Race, Spanish (1=yes,0=no)	.0020	.0449	495
5 Age (4 digits/no decimal)	16.46	1.62	498
6 Grade Level	10.0562	1.0370	498
7 Years in district (3 digits/ no decimal)	8.2947	3.3109	492
*8 Father's Occupation (Hollingshead)	4.6542	1.8421	373
9 Mother's Occupation (Hollingshead)	5.4669	1.6875	272
10 Parents Own Home (1=yes,0=no)	.6276	.4840	427
11 Parents Living Together	.6412	.4802	471
12 Father Living (1=yes,0=no)	.9387	.2402	424
13 Mother Living (1=yes,0=no)	.9831	.1289	474
*14 Subject lives with both parents (1=yes,0=no)	.6074	.4888	489
15 Economic Status of Family (good=3,mod.=2,low=1)	2.0421	.7548	428
*16 Number of Siblings	3.6612	2.4107	490
17 Number of Brothers	1.8837	1.6105	490
18 Number of Older Brothers	1.1086	1.3096	488
19 Number of Sisters	1.7771	1.4617	489
20 Number of Older Sisters	1.0839	1.5207	488

TABLE 1 (cont'd.)

Variable	Mean	Standard Deviation	Number of Subjects
21 Citizenship	3.1472	.6585	326
*22 Reading	3.3487	.9293	413
23 English	3.2543	.9150	409
24 Spelling	3.4545	1.0861	407
*25 Writing	3.1757	.8648	313
26 Social Studies	3.1321	.9707	424
*27 Arithmetic	3.0778	.9922	424
28 Most Recent Years Grade Average	3.1064	1.1459	451
29 English (Past Year)	3.1848	1.4001	368
30 Math	2.7944	1.3690	360
31 Social Studies	2.8962	1.3267	289
32 Science	3.2981	1.3448	265
33 Vocational	3.2901	1.2679	131
34 Other	3.2899	1.2355	407
*35 Verbal Aptitude	38.8115	29.1338	260
*36 Quantitative Aptitude	37.6692	26.9906	260
37 Total Aptitude	37.5731	27.9880	260
38 Social Studies	37.4291	28.0284	261
39 English	37.7160	26.6792	250
40 Math Computation	35.1547	26.8464	265
41 Math Problem Solving	36.3660	25.8237	265
42 Math Total	34.8792	26.2958	265
43 Science	34.4394	27.6886	264
44 Total Reading	26.6896	25.9102	295
45 Total Language	24.5685	22.0424	292
46 Total Arithmetic	22.2014	21.3688	293

TABLE 1 (cont'd.)

Variable	Mean	Standard Deviation	Number of Subjects
*47 Participation in Sports (1=yes, 0=no)	.1620	.3689	395
*48 Participation in Extra-curricular (1=yes, 0=no)	.2219	.4161	392
49 Participation in Student Office (1=yes, 0=no)	.0714	.2579	392
50 Vocational (1=yes, 0=no)	.1761	.3813	460
51 Business (1=yes, 0=no)	.0677	.2515	458
52 General (1=yes, 0=no)	.5508	.4979	472
53 Academic (1=yes, 0=no)	.2462	.4313	459
54 Special Ed (1=yes, 0=no)	.0154	.1232	455
55 Comments Recent Year (1=3, Neutral=2, Negative=1)	1.9806	.9998	103
*56 Has Subject been referred for Psych. services (1=yes, 0=no)	.1006	.3011	487
57 Institutionalized (yes=1, no=0)	.0061	.0782	488
58 Psychiatric Institutionalization (1=yes, 0=no)	.0020	.0453	488
59 Criminal Institutionalization (1=yes, 0=no)	.0082	.0903	488
60 Other Institutionalization (1=yes, 0=no)	.0000	.0000	487
61 Health Problems (1=yes, 0=no)	.0879	.3240	489
62 Academic Progress (1-5)	3.7211	.5851	484
63 Expulsion (1=yes, 0=no)	.0165	.1275	243
64 Suspension (1=yes, 0=no)	.6908	.4717	249
65 Number of Suspensions over past two years	1.3911	1.5259	225

TABLE 1 (cont'd.)

Variable	Mean	Standard Deviation	Number of Subjects
66 Total number of days suspended	5.0963	6.9895	218
67 Physical Violence against person	.9688	.8159	64
68 Physical Violence toward object	.6957	2.0766	23
69 Verbal Abuse to student	.4444	.5774	27
70 Verbal Abuse to staff member	1.0000	.7588	67
71 Violation of school rules	1.1176	.6809	68
72 Possession of weapons	.1053	.3153	19
73 Truancy	1.5787	1.1083	178
74 Smoking	1.5000	5.6141	28
75 Drugs, alcohol	.0556	.2357	18
76 Clothing	.1500	.3633	20
77 Health	.0556	.2357	18
78 Academic Problems	.0556	.2357	18
79 Disobedience	.7045	.5937	44
80 Tardiness	.7500	.7293	48
81 After-hour detention	.2105	.9177	19
82 Work Task	.1818	.3948	22
83 Loss of Privileges	.8788	1.9646	33
84 Parent Conferences	1.4000	2.0695	100
85 Probationary Suspension	.6667	2.3944	21
86 In School Suspension	1.3497	.8354	163
87 Disruptive Student (1=yes,0=no)	.5010	.5005	499

TABLE 2

Means, Standard Deviations, and Number of Subjects for Eighty-Seven Variables for Gadsden County

* Best Predictors of Disruptive Youth

Variable	Mean	Standard Deviation	Number of Subjects
*1 Sex (Male=1,Female=0)	.6520	.4775	204
*2 Race,Black (1=yes,0=no)	.8010	.4002	201
*3 Race, White (1=yes,0=no)	.1990	.4002	201
*4 Race, Spanish (1=yes,0=no)	.0000	.0000	201
5 Age (4 digits/no decimal)	17.3996	1.7593	203
6 Grade Level	10.9659	1.0497	205
7 Years in district (3 digits/ no decimal)	10.2836	3.0617	201
*8 Father's Occupation (Hollingshead)	5.7929	1.5431	140
9 Mother's Occupation (Hollingshead)	6.4952	1.1530	105
10 Parents Own Home (1=yes,0=no)	.5970	.8853	134
11 Parents Living Together	.7198	.4503	182
12 Father Living (1=yes,0=no)	.9627	.1900	161
13 Mother Living (1=yes,0=no)	.9841	.1253	189
*14 Subject lives with both parents (1=yes,0=no)	.6789	.4681	190
15 Economic Status of Family (good=3,mod.=2,low=1)	1.9939	.6783	164
*16 Number of Siblings	4.4286	2.7215	182
17 Number of Brothers	2.2707	1.6762	181
18 Number of Older Brothers	1.4246	1.4948	179
19 Number of Sisters	2.1602	1.7644	181
20 Number of Older Sisters	1.3389	1.3607	180

TABLE 2 (cont'd.)

Variable	Mean	Standard Deviation	Number of Subjects
21 Citizenship	3.2887	.6916	97
*22 Reading	3.1344	.9231	186
23 English	3.0899	.9268	189
24 Spelling	3.4278	1.1211	187
*25 Writing	3.3143	.8013	175
26 Social Studies	2.9788	.9944	189
*27 Arithmetic	3.0265	1.0023	189
28 Most Recent Years Grade Average	2.9738	.8549	191
29 English (Past Year)	2.9432	1.0126	176
30 Math	2.6107	.9636	149
31 Social Studies	3.0412	1.1006	170
32 Science	2.7900	.9878	100
33 Vocational	2.8442	1.0395	77
34 Other	3.2099	1.0001	181
*35 Verbal Aptitude	26.2348	21.1429	132
*36 Quantitative Aptitude	29.5191	24.7655	131
37 Total Aptitude	26.3864	22.8074	132
38 Social Studies	29.1591	23.7849	132
39 English	31.3664	23.1969	131
40 Math Computation	34.8397	23.4556	131
41 Math Problem Solving	31.8931	23.8403	131
42 Math Total	32.9008	23.3682	131
43 Science	27.4462	22.9978	130
44 Total Reading	17.2061	19.8419	165
45 Total Language	19.7640	20.3683	161
46 Total Arithmetic	20.3759	20.8955	141

TABLE 2 (cont'd.)

Variable	Mean	Standard Deviation	Number of Subjects
*47 Participation in Sports (1=yes, 0=no)	.2515	.4352	167
*48 Participation in Extra-curricular (1=yes, 0=no)	.5868	.4939	167
49 Participation in Student Office (1=yes, 0=no)	.0659	.2488	167
50 Vocational (1=yes, 0=no)	.0584	.2353	137
51 Business (1=yes, 0=no)	.2256	.4195	133
52 General (1=yes, 0=no)	.6689	.4722	151
53 Academic (1=yes, 0=no)	.3118	.4646	170
54 Special Ed (1=yes, 0=no)	.0000	.0000	133
55 Comments Recent Year (P=3, Neutral=2, Negative=1)	2.0778	.8510	90
*56 Has Subject been referred for Psych. services (1=yes, 0=no)	.1031	.3049	194
57 Institutionalized (yes=1, no=0)	.0155	.1240	193
58 Psychiatric Institutionalization (1=yes, 0=no)	.0000	.0000	193
59 Criminal Institutionalization (1=yes, 0=no)	.0155	.1240	193
60 Other Institutionalization (1=yes, 0=no)	.0000	.0000	193
61 Health Problems (1=yes, 0=no)	.0476	.2135	189
62 Academic Progress (1-5)	3.5826	.7382	194
63 Expulsion (1=yes, 0=no)	.0000	.0000	101
64 Suspension (1=yes, 0=no)	.7723	.4215	101
65 Number of Suspensions over past two years	1.3030	1.5014	99

TABLE 2 (cont'd.)

Variable	Mean	Standard Deviation	Number of Subjects
66 Total number of days suspended	4.8854	8.0156 ~~4.8854~~	96
67 Physical Violence against person	1.1786	.4756	28
68 Physical Violence toward object	1.0000	.0000	4
69 Verbal Abuse to student	1.0000	.0000	2
70 Verbal Abuse to staff member	1.3548	.7549	31
71 Violation of school rules	1.0577	.2354	52
72 Possession of weapons	12.0000	15.5563	2
73 Truancy	1.3333	.5941	18
74 Smoking	1.0000	.0000	2
75 Drugs, alcohol	I	I	0
76 Clothing	I	I	0
77 Health	I	I	0
78 Academic Problems	I	I	0
79 Disobedience	1.1892	.5184	37
80 Tardiness	1.0000	.0000	2
81 After-hour detention	I	I	0
82 Work Task	1.0000	.0000	2
83 Loss of Privileges	1.2195	.5250	41
84 Parent Conferences	1.1667	.4082	6
85 Probationary Suspension	I	I	0
86 In School Suspension	1.0000	.0000	4
87 Disruptive Student (1=yes,0=no)	.4976	.5012	205

TABLE 3

Means, Standard Deviations, and Number of Subjects for Eighty-Seven Variables for Marion County

* Best Predictors of Disruptive Youth

Variable	Mean	Standard Deviation	Number of Subjects
*1 Sex (Male=1,Female=0)	.5329	.4994	501
*2 Race,Black (1=yes,0=no)	.4386	.4967	497
*3 Race, White (1=yes,0=no)	.5573	.4972	497
*4 Race, Spanish (1=yes,0=no)	.0040	.0634	497
5 Age (4 digits/no decimal)	16.6558	1.1759	501
6 Grade Level	10.1443	1.0544	499
7 Years in district (3 digits/ no decimal)	7.4918	3.9416	488
*8 Father's Occupation (Hollingshead)	4.7595	1.8345	341
9 Mother's Occupation (Hollingshead)	5.0909	2.3440	198
10 Parents Own Home (1=yes,0=no)	.6655	.4800	287
11 Parents Living Together	.6104	.4882	462
12 Father Living (1=yes,0=no)	.9262	.2618	420
13 Mother Living (1=yes,0=no)	.9759	.1534	457
*14 Subject lives with both parents (1=yes,0=no)	.5865	.4930	474
15 Economic Status of Family (good=3,mod.=2,low=1)	1.9071	.7572	312
*16 Number of Siblings	3.9216	2.6205	459
17 Number of Brothers	2.0437	1.6678	458
18 Number of Older Brothers	1.1589	1.3441	453
19 Number of Sisters	1.9061	1.7040	458
20 Number of Older Sisters	1.0308	1.2829	454

TABLE 3 (cont'd.)

Variable	Mean	Standard Deviation	Number of Subjects
21 Citizenship	3.4948	.9111	291
*22 Reading	3.4178	.9112	383
23 English	3.3177	.9925	384
24 Spelling	3.5796	1.0773	383
*25 Writing	3.2815	.8523	341
26 Social Studies	3.2257	.9863	382
*27 Arithmetic	3.0928	1.0326	388
28 Most Recent Years Grade Average	2.9582	1.0476	455
29 English (Past Year)	2.7444	1.2859	403
30 Math	2.9029	1.2215	350
31 Social Studies	2.7086	1.2038	278
32 Science	2.9399	1.2183	333
33 Vocational	3.0000	1.1726	145
34 Other	3.2573	1.1034	382
*35 Verbal Aptitude	39.5437	30.4288	263
*36 Quantitative Aptitude	39.7681	31.0883	263
37 Total Aptitude	39.3536	31.3450	263
38 Social Studies	39.6160	29.1714	263
39 English	38.3802	30.5117	263
40 Math Computation	39.9767	30.1049	258
41 Math Problem Solving	39.3333	29.5886	258
42 Math Total	39.1085	30.5108	258
43 Science	38.4302	29.7359	258
44 Total Reading	33.3333	21.5019	3
45 Total Language	42.6667	22.5019	3
46 Total Arithmetic	48.0000	27.1846	3

TABLE 3 (cont'd.)

Variable	Mean	Standard Deviation	Number of Subjects
*47 Participation in Sports (1=yes, 0=no)	.2599	.4391	431
*48 Participation in Extra-curricular (1=yes, 0=no)	.4385	.5014	431
49 Participation in Student Office (1=yes, 0=no)	.1206	.3332	431
50 Vocational (1=yes, 0=no)	.1626	.3695	412
51 Business (1=yes, 0=no)	.0571	.2323	403
52 General (1=yes, 0=no)	.6310	.4831	439
53 Academic (1=yes, 0=no)	.2388	.4432	423
54 Special Ed (1=yes, 0=no)	.0591	.2361	406
55 Comments Recent Year (P=3, Neutral=2, Negative=1)	2.0065	.8655	308
*56 Has Subject been referred for Psych. services (1=yes, 0=no)	.0757	.2648	502
57 Institutionalized (yes=1, no=0)	.0080	.0890	502
58 Psychiatric Institutionalization (1=yes, 0=no)	.0000	.0000	502
59 Criminal Institutionalization (1=yes, 0=no)	.0120	.1088	502
60 Other Institutionalization (1=yes, 0=no)	.0020	.0446	502
61 Health Problems (1=yes, 0=no)	.0398	.2496	502
62 Academic Progress (1-5)	3.7558	.5694	475
63 Expulsion (1=yes, 0=no)	.0610	.2398	246
64 Suspension (1=yes, 0=no)	.9799	.2610	249
65 Number of Suspensions over past two years	1.7751	1.4803	249

TABLE 3 (cont'd.)

Variable		Mean	Standard Deviation	Number of Subjects
66	Total number of days suspended	8.5223	7.3056	247
67	Physical Violence against person	2.0633	7.9475	79
68	Physical Violence toward object	2.2000	9.2490	30
69	Verbal Abuse to student	.5000	.6969	36
70	Verbal Abuse to staff member	1.0100	.7035	100
71	Violation of school rules	1.2600	1.1514	100
72	Possession of weapons	.6316	1.7922	38
73	Truancy	1.5140	2.4082	107
74	Smoking	1.0625	1.0059	64
75	Drugs, alcohol	.4167	.7700	36
76	Clothing	.1852	.6225	27
77	Health	.0800	.4000	25
78	Academic Problems	.1538	.5435	26
79	Disobedience	1.3545	1.0456	110
80	Tardiness	.9322	.8683	59
81	After-hour detention	.5610	.8381	41
82	Work Task	1.8172	1.6678	93
83	Loss of Privileges	2.1935	9.7824	31
84	Parent Conferences	1.8404	5.6840	94
85	Probationary Suspension	.7500	1.8420	36
86	In School Suspension	.3947	.5492	38
87	Disruptive Student (1=yes,0=no)	.4960	.5005	502

TABLE 4

Means, Standard Deviations, and Number of Subjects for Eighty-Seven Variables for Duval County

* Best Predictors of Disruptive Youth

Variable		Mean	Standard Deviation	Number of Subjects
*1	Sex (Male=1,Female=0)	.5211	.5762	877
*2	Race,Black (1=yes,0=no)	.2849	.4516	867
*3	Race, White (1=yes,0=no)	.7051	.4563	868
*4	Race, Spanish (1=yes,0=no)	.0058	.0757	868
5	Age (4 digits/no decimal)	17.1549	1.1661	876
6	Grade Level	10.7177	.8579	875
7	Years in district (3 digits/ no decimal)	9.2937	3.3046	858
*8	Father's Occupation (Hollingshead)	4.8417	1.3554	676
9	Mother's Occupation (Hollingshead)	4.9798	1.4987	346
10	Parents Own Home (1=yes,0=no)	.6971	.5192	723
11	Parents Living Together	.7161	.4414	856
12	Father Living (1=yes,0=no)	.9639	.1866	804
13	Mother Living (1=yes,0=no)	.9917	.0906	847
*14	Subject lives with both parents (1=yes,0=no)	.7066	.4556	859
15	Economic Status of Family (good=3,mod.=2,low=1)	2.0169	.5610	712
*16	Number of Siblings	3.1893	2.0520	840
17	Number of Brothers	1.5536	1.4291	840
18	Number of Older Brothers	.8999	1.1350	839
19	Number of Sisters	1.6448	1.4443	839
20	Number of Older Sisters	.9237	1.1358	839

TABLE 4 (cont'd.)

Variable	Mean	Standard Deviation	Number of Subjects
21 Citizenship	3.4804	.8749	587
*22 Reading	3.4708	.9524	737
23 English	3.3878	.9558	735
24 Spelling	3.6947	1.0480	737
*25 Writing	3.5394	.8434	736
26 Social Studies	3.2929	.8957	734
*27 Arithmetic	3.3072	1.0210	739
28 Most Recent Years Grade Average	2.8866	.9907	723
29 English (Past Year)	2.8471	1.2431	641
30 Math	2.5345	1.1647	449
31 Social Studies	2.6967	1.2219	488
32 Science	2.9448	1.1764	417
33 Vocational	3.2807	1.1831	295
34 Other	3.0972	1.1196	689
*35 Verbal Aptitude	40.9320	26.60163	706
*36 Quantitative Aptitude	41.9533	27.5337	706
37 Total Aptitude	41.1858	26.9283	705
38 Social Studies	42.2925	26.9046	711
39 English	42.6793	27.8832	714
40 Math Computation	43.0551	27.3822	708
41 Math Problem Solving	43.6865	27.2548	705
42 Math Total	43.1319	27.4721	705
43 Science	43.4900	28.2980	700
44 Total Reading	28.4000	35.4232	5
45 Total Language	24.0000	32.9545	4
46 Total Arithmetic	34.0000	52.1153	3

TABLE 4 (cont'd.)

Variable	Mean	Standard Deviation	Number of Subjects
*47 Participation in Sports (1=yes, 0=no)	.1227	.3283	766
*48 Participation in Extra-curricular (1=yes, 0=no)	.2823	.4509	766
49 Participation in Student Office (1=yes, 0=no)	.0783	.2689	766
50 Vocational (1=yes, 0=no)	.1196	.3247	861
51 Business (1=yes, 0=no)	.0906	.2872	861
52 General (1=yes, 0=no)	.6190	.4859	861
53 Academic (1=yes, 0=no)	.1686	.3746	860
54 Special Ed (1=yes, 0=no)	.0035	.1024	858
55 Comments Recent Year (P=3, Neutral=2, Negative=1)	2.1025	.7072	751
*56 Has Subject been referred for Psych. services (1=yes, 0=no)	.0184	.1344	870
57 Institutionalized (yes=1, no=0)	.0069	.0828	870
58 Psychiatric Institutionalization (1=yes, 0=no)	.0000	.0000	870
59 Criminal Institutionalization (1=yes, 0=no)	.0080	.0894	870
60 Other Institutionalization (1=yes, 0=no)	.0000	.0000	870
61 Health Problems (1=yes, 0=no)	.0460	.2921	870
62 Academic Progress (1-5)	3.7828	.5077	847
63 Expulsion (1=yes, 0=no)	.0023	.0479	436
64 Suspension (1=yes, 0=no)	.1977	.1268	436
65 Number of Suspensions over past two years	1.4495	.8078	436

TABLE 4 (cont'd.)

Variable	Mean	Standard Deviation	Number of Subjects
66 Total number of days suspended	6.8782	6.3093	435
67 Physical Violence against person	.5463	1.0536	108
68 Physical Violence toward object	.0282	.1666	71
69 Verbal Abuse to student	.1795	.3862	78
70 Verbal Abuse to staff member	.6183	.6617	131
71 Violation of school rules	.7636	.5167	165
72 Possession of weapons	.0000	.0000	69
73 Truancy	1.0458	.6110	262
74 Smoking	.5702	.5892	121
75 Drugs, alcohol	.2874	.4800	87
76 Clothing	.1829	.4195	82
77 Health	.0278	.1655	72
78 Academic Problems	.0417	.2620	72
79 Disobedience	.7784	.9210	167
80 Tardiness	.2366	.4273	93
81 After-hour detention	.7042	4.2507	71
82 Work Task	.0141	.1187	71
83 Loss of Privileges	.0789	.2714	76
84 Parent Conferences	1.1771	1.1835	288
85 Probationary Suspension	.0282	.1666	71
86 In School Suspension	.0143	.1195	70
87 Disruptive Student (1=yes,0=no)	.5358	.4990	879

TABLE 5

Means, Standard Deviations, and Number of Subjects for Eighty-Seven Variables for Lake County

* Best Predictors of Disruptive Youth

Variable	Mean	Standard Deviation	Number of Subjects
*1 Sex (Male=1,Female=0)	.6499	.4826	417
*2 Race,Black (1=yes,0=no)	.5132	.5004	417
*3 Race, White (1=yes,0=no)	.4844	.5004	417
*4 Race, Spanish (1=yes,0=no)	.0024	.0490	417
5 Age (4 digits/no decimal)	17.2611	1.3575	417
6 Grade Level	10.4916	1.1830	417
7 Years in district (3 digits/ no decimal)	8.7157	5.1072	401
*8 Father's Occupation (Hollingshead)	5.3394	1.7728	330
9 Mother's Occupation (Hollingshead)	5.3865	1.8369	163
10 Parents Own Home (1=yes,0=no)	.5839	.5005	298
11 Parents Living Together	.7557	.4302	397
12 Father Living (1=yes,0=no)	.9413	.2353	392
13 Mother Living (1=yes,0=no)	.9799	.1403	399
*14 Subject lives with both parents (1=yes,0=no)	.7575	.4291	400
15 Economic Status of Family (good=3,mod.=2,low=1)	1.7595	.8058	370
*16 Number of Siblings	2.8701	2.1136	385
17 Number of Brothers	1.4364	1.2937	385
18 Number of Older Brothers	.8078	1.0505	385
19 Number of Sisters	1.4390	1.3490	385
20 Number of Older Sisters	.7896	1.0849	385

TABLE 5 (cont'd.)

Variable	Mean	Standard Deviation	Number of Subjects
21 Citizenship	3.3785	.9607	362
*22 Reading	3.2399	.8725	371
23 English	3.1421	.9581	373
24 Spelling	3.4608	1.0778	332
*25 Writing	3.3274	.8748	339
26 Social Studies	3.0079	.9880	379
*27 Arithmetic	3.0131	.9854	383
28 Most Recent Years Grade Average	2.7818	.8318	362
29 English (Past Year)	2.7987	1.0360	308
30 Math	2.9715	1.0819	316
31 Social Studies	2.9524	1.2515	147
32 Science	2.9170	1.0582	271
33 Vocational	2.9242	1.0384	132
34 Other	3.1667	1.1145	264
*35 Verbal Aptitude	45.2237	26.8742	304
*36 Quantitative Aptitude	44.9967	26.0282	304
37 Total Aptitude	44.8355	26.3213	304
38 Social Studies	46.1645	26.6610	304
39 English	43.4342	26.4511	304
40 Math Computation	45.7895	27.0544	304
41 Math Problem Solving	43.6151	27.8964	304
42 Math Total	44.7039	26.9250	304
43 Science	43.7294	26.6823	303
44 Total Reading	9.5000	7.7782	2
45 Total Language	13.0000	I	1
46 Total Arithmetic	2.0000	1.4142	2

TABLE 5 (cont'd.)

Variable	Mean	Standard Deviation	Number of Subjects
*47 Participation in Sports (1=yes, 0=no)	.0000	I	1
*48 Participation in Extra-curricular (1=yes, 0=no)	1.0000	I	1
49 Participation in Student Office (1=yes, 0=no)	.0000	I	1
50 Vocational (1=yes, 0=no)	.3525	.4797	122
51 Business (1=yes, 0=no)	.1066	.5112	122
52 General (1=yes, 0=no)	.0410	.4527	122
53 Academic (1=yes, 0=no)	.6475	.5738	122
54 Special Ed (1=yes, 0=no)	.0938	.4931	128
55 Comments Recent Year (P=3, Neutral=2, Negative=1)	.6473	.9933	207
*56 Has Subject been referred for Psych. services (1=yes, 0=no)	.1792	.4372	413
57 Institutionalized (yes=1, no=0)	.0121	.2028	413
58 Psychiatric Institutionalization (1=yes, 0=no)	.0073	.1476	413
59 Criminal Institutionalization (1=yes, 0=no)	.0097	.1968	413
60 Other Institutionalization (1=yes, 0=no)	.0097	.1555	413
61 Health Problems (1=yes, 0=no)	.0024	.0493	412
62 Academic Progress (1-5)	1.7626	1.8248	278
63 Expulsion (1=yes, 0=no)	.0243	.1543	206
64 Suspension (1=yes, 0=no)	.9806	.1383	206
65 Number of Suspensions over past two years	1.4417	1.1493	206

TABLE 5 (cont'd.)

Variable		Mean	Standard Deviation	Number of Subjects
66	Total number of days suspended	6.1165	4.6848	206
67	Physical Violence against person	.5922	5.7880	206
68	Physical Violence toward object	.0728	.7774	206
69	Verbal Abuse to student	.0437	.3171	206
70	Verbal Abuse to staff member	.2087	.4840	206
71	Violation of school rules	.1942	.4204	206
72	Possession of weapons	.1068	.9869	206
73	Truancy	.2476	.4652	206
74	Smoking	.0340	.2067	206
75	Drugs, alcohol	.0146	.1201	206
76	Clothing	.0291	.1686	206
77	Health	.0049	.0697	206
78	Academic Problems	.0049	.0697	206
79	Disobedience	.5243	1.6927	206
80	Tardiness	.1262	1.6060	206
81	After-hour detention	.1602	2.2992	206
82	Work Task	.1505	2.1599	206
83	Loss of Privileges	.1505	2.1599	206
84	Parent Conferences	.0583	.7692	206
85	Probationary Suspension	.0000	.0000	205
86	In School Suspension	.2621	3.7624	206
87	Disruptive Student (1=yes,0=no)	.4940	.5006	417

TABLE 6

Means, Standard Deviations, and Number of Subjects for Eighty-Seven Variables for Orange County

* Best Predictors of Disruptive Youth

Variable		Mean	Standard Deviation	Number of Subjects
*1	Sex (Male=1,Female=0)	.5543	.4977	368
*2	Race,Black (1=yes,0=no)	.1848	.3886	368
*3	Race, White (1=yes,0=no)	.8125	.3908	368
*4	Race, Spanish (1=yes,0=no)	.0109	.1038	368
5	Age (4 digits/no decimal)	17.1792	1.1279	367
6	Grade Level	10.7418	.7859	368
7	Years in district (3 digits/ no decimal)	9.9882	2.5394	322
*8	Father's Occupation (Hollingshead)	3.7492	1.8862	315
9	Mother's Occupation (Hollingshead)	4.7969	1.8158	128
10	Parents Own Home (1=yes,0=no)	.7978	.4024	272
11	Parents Living Together	.8443	.3706	366
12	Father Living (1=yes,0=no)	.9542	.2227	349
13	Mother Living (1=yes,0=no)	.9918	.1171	364
*14	Subject lives with both parents (1=yes,0=no)	.8470	.3680	366
15	Economic Status of Family (good=3,mod.=2,low=1)	1.8750	.6840	336
*16	Number of Siblings	2.5855	1.8768	345
17	Number of Brothers	1.2638	1.2092	345
18	Number of Older Brothers	.7355	.9552	344
19	Number of Sisters	1.3130	1.3032	345
20	Number of Older Sisters	.7233	.9728	347

TABLE 6 (cont'd.)

Variable	Mean	Standard Deviation	Number of Subjects
21 Citizenship	3.6000	.9442	250
*22 Reading	3.5105	.8802	333
23 English	3.5206	.8772	340
24 Spelling	3.7965	1.0644	339
*25 Writing	3.5162	.7969	339
26 Social Studies	3.3481	.9246	339
*27 Arithmetic	3.2783	.9265	345
28 Most Recent Years Grade Average	2.8212	1.0325	358
29 English (Past Year)	2.8324	1.1942	340
30 Math	2.6948	1.1960	295
31 Social Studies	2.8239	1.1601	176
32 Science	2.9370	1.1978	238
33 Vocational	3.3660	1.1674	194
34 Other	3.2994	1.1805	334
*35 Verbal Aptitude	56.7656	27.8756	320
*36 Quantitative Aptitude	55.8437	28.6290	320
37 Total Aptitude	56.8056	28.5117	319
38 Social Studies	55.3437	29.3643	320
39 English	55.6552	27.9965	319
40 Math Computation	55.7219	28.6115	320
41 Math Problem Solving	56.0562	28.8352	320
42 Math Total	56.2625	28.7236	320
43 Science	57.6553	29.1889	322
44 Total Reading	46.4394	26.2744	66
45 Total Language	43.5909	28.1381	66
46 Total Arithmetic	41.8030	25.3688	66

TABLE 6 (cont'd.)

Variable	Mean	Standard Deviation	Number of Subjects
*47 Participation in Sports (1=yes, 0=no)	.0303	.1741	33
*48 Participation in Extra-curricular (1=yes, 0=no)	.0606	.2423	33
49 Participation in Student Office (1=yes, 0=no)	.0294	.1715	34
50 Vocational (1=yes, 0=no)	.1962	.3979	260
51 Business (1=yes, 0=no)	.1853	.3893	259
52 General (1=yes, 0=no)	.0385	.2455	260
53 Academic (1=yes, 0=no)	.7615	.5094	260
54 Special Ed (1=yes, 0=no)	.0270	.2700	259
55 Comments Recent Year (P=3, Neutral=2, Negative=1)	1.1547	1.2240	181
*56 Has Subject been referred for Psych. services (1=yes, 0=no)	.3132	.6305	364
57 Institutionalized (yes=1, no=0)	.0082	.1572	364
58 Psychiatric Institutionalization (1=yes, 0=no)	.0110	.2097	364
59 Criminal Institutionalization (1=yes, 0=no)	.0110	.2097	364
60 Other Institutionalization (1=yes, 0=no)	.0137	.2621	364
61 Health Problems (1=yes, 0=no)	.0220	.2965	363
62 Academic Progress (1-5)	3.3468	1.6121	297
63 Expulsion (1=yes, 0=no)	.0389	.3403	180
64 Suspension (1=yes, 0=no)	.9944	.3425	180
65 Number of Suspensions over past two years	2.3278	6.2363	180

TABLE 6 (cont'd.)

Variable		Mean	Standard Deviation	Number of Subjects
66	Total number of days suspended	6.7889	9.0837	180
67	Physical Violence against person	.6480	5.2020	179
68	Physical Violence toward object	.3743	4.0279	179
69	*Verbal Abuse to student	.3799	4.1747	179
70	Verbal Abuse to staff member	.6722	5.8851	180
71	Violation of school rules	.6222	4.3315	180
72	Possession of weapons	.5196	6.1793	179
73	Truancy	1.1453	4.0587	179
74	Smoking	.6704	5.0076	179
75	Drugs, alcohol	.4190	4.4869	179
76	Clothing	.2793	3.6628	179
77	Health	.0000	.0000	178
78	Academic Problems	.0000	.0000	179
79	Disobedience	.3799	2.5771	179
80	Tardiness	.3520	3.3727	179
81	After-hour detention	.2458	3.2887	179
82	Work Task	.1788	2.3918	179
83	Loss of Privileges	.1742	2.3235	178
84	Parent Conferences	.2697	2.4645	178
85	Probationary Suspension	.1954	2.5775	174
86	In School Suspension	.3793	5.0034	174
87	Disruptive Student (1=yes,0=no)	.4838	.5004	370

TABLE 7

Means, Standard Deviations, and Number of Subjects for Eighty-Seven Variables for Hillsborough

* Best Predictors of Disruptive Youth

Variable		Mean	Standard Deviation	Number of Subjects
*1	Sex (Male=1,Female=0)	.5758	.4949	363
*2	Race,Black (1=yes,0=no)	.3490	.4773	361
*3	Race, White (1=yes,0=no)	.6011	.4904	361
*4	Race, Spanish (1=yes,0=no)	.0470	.2118	362
5	Age (4 digits/no decimal)	17.1992	.9469	363
6	Grade Level	11.0249	.8268	362
7	Years in district (3 digits/ no decimal)	8.3864	4.5050	352
*8	Father's Occupation (Hollingshead)	4.2418	1.3551	306
9	Mother's Occupation (Hollingshead)	4.3600	1.5435	200
10	Parents Own Home (1=yes,0=no)	.7717	.7459	254
11	Parents Living Together	.8739	.3324	357
12	Father Living (1=yes,0=no)	.9633	.1883	354
13	Mother Living (1=yes,0=no)	.9831	.1291	355
*14	Subject lives with both parents (1=yes,0=no)	.9022	.2974	358
15	Economic Status of Family (good=3,med.=2,low=1)	1.6027	.5711	73
*16	Number of Siblings	2.6011	1.9274	351
17	Number of Brothers	1.3846	1.1773	351
18	Number of Older Brothers	.7179	.9336	351
19	Number of Sisters	1.2137	1.2547	351
20	Number of Older Sisters	.6451	.9527	355

Variable	Mean	Standard Deviation	Number of Subjects
21 Citizenship	2.6111	1.6499	18
*22 Reading	3.4563	.8157	246
23 English	3.5185	.8461	216
24 Spelling	3.4797	.9156	246
*25 Writing	3.4938	.9088	241
26 Social Studies	3.3306	.9370	245
*27 Arithmetic	3.3224	.8813	245
28 Most Recent Years Grade Average	2.8077	1.0425	364
29 English (Past Year)	2.7647	1.1370	357
30 Math	2.6697	1.2413	327
31 Social Studies	2.8014	1.2414	292
32 Science	2.9036	1.2010	280
33 Vocational	3.1563	1.2089	320
34 Other	3.2301	1.1768	339
*35 Verbal Aptitude	43.0449	27.7676	178
*36 Quantitative Aptitude	38.9831	27.3356	178
37 Total Aptitude	39.3596	27.2458	178
38 Social Studies	43.1348	27.2671	178
39 English	39.6536	27.4077	179
40 Math Computation	39.1923	26.6135	182
41 Math Problem Solving	39.6778	27.5613	180
42 Math Total	38.6722	28.0950	180
43 Science	37.8500	26.9123	180
44 Total Reading	I	I	0
45 Total Language	I	I	0
46 Total Arithmetic	I	I	0

Variable	Mean	Standard Deviation	Number of Subjects
*47 Participation in Sports (1=yes, 0=no)	.2290	.4218	131
*48 Participation in Extra-curricular (1=yes, 0=no)	.3500	.4347	132
49 Participation in Student Office (1=yes, 0=no)	.0606	.2395	132
50 Vocational (1=yes, 0=no)	.1188	.3240	362
51 Business (1=yes, 0=no)	.0220	.1470	363
52 General (1=yes, 0=no)	.5702	.4957	363
53 Academic (1=yes, 0=no)	.2727	.4460	363
54 Special Ed (1=yes, 0=no)	.0138	.1167	363
55 Comments Recent Year (P=3, Neutral=2, Negative=1)	2.0130	.7268	230
*56 Has Subject been referred for Psych. services (1=yes, 0=no)	.0551	.2403	363
57 Institutionalized (yes=1, no=0)	0.0000	0.0000	363
58 Psychiatric Institutionalization (1=yes, 0=no)	0.0000	0.0000	363
59 Criminal Institutionalization (1=yes, 0=no)	0.0000	0.0000	363
60 Other Institutionalization (1=yes, 0=no)	0.0000	0.0000	363
61 Health Problems (1=yes, 0=no)	.0854	.3500	363
62 Academic Progress (1-5)	3.9213	.3512	356
63 Expulsion (1=yes, 0=no)	.0245	.1550	204
64 Suspension (1=yes, 0=no)	.9069	.2913	204
65 Number of Suspensions over past two years	1.9312	2.1389	189

TABLE 7 (cont'd.)

Variable		Mean	Standard Deviation	Number of Subjects
66	Total number of days suspended	5.4603	6.1467	189
67	Physical Violence against person	6.5600	16.1866	25
68	Physical Violence toward object	6.5000	6.0249	6
69	Verbal Abuse to student	2.2000	1.3038	5
70	Verbal Abuse to staff member	8.2692	19.2864	26
71	Violation of school rules	2.2778	2.8245	36
72	Possession of weapons	8.2500	5.5000	4
73	Truancy	1.6292	1.9642	97
74	Smoking	1.5161	1.7677	31
75	Drugs, alcohol	1.0000	.5000	9
76	Clothing	.3333	.5774	3
77	Health	2.0000	1.0000	3
78	Academic Problems	1.0000	0.0000	3
79	Disobedience	1.4348	.8958	23
80	Tardiness	1.3684	1.1161	19
81	After-hour detention	33.0000	I	1
82	Work Task	9.3333	12.7017	3
83	Loss of Privileges	22.0000	17.2047	4
84	Parent Conferences	32.3333	20.5994	3
85	Probationary Suspension	36.6667	21.5019	3
86	In School Suspension	5.5000	12.6594	26
87	Disruptive Student (1=yes,0=no)	.5519	.4980	366

TABLE 8

Means, Standard Deviations, and Number of Subjects for Eighty-Seven Variables for Polk

* Best Predictors of Disruptive Youth

Variable		Mean	Standard Deviation	Number of Subjects
*1	Sex (Male=1,Female=0)	.5319	.4993	722
*2	Race,Black (1=yes,0=no)	.3102	.4629	719
*3	Race, White (1=yes,0=no)	.6885	.4634	719
*4	Race, Spanish (1=yes,0=no)	.0042	.0645	719
5	Age (4 digits/no decimal)	17.4142	1.5128	723
6	Grade Level	11.0180	2.7611	722
7	Years in district (3 digits/ no decimal)	10.2311	3.2089	688
*8	Father's Occupation (Hollingshead)	4.7792	2.0146	634
9	Mother's Occupation (Hollingshead)	5.1329	1.8839	301
10	Parents Own Home (1=yes,0=no)	.6776	.4966	577
11	Parents Living Together	.8011	.4065	704
12	Father Living (1=yes,0=no)	.9657	.2179	700
13	Mother Living (1=yes,0=no)	.9831	.1495	708
*14	Subject lives with both parents (1=yes,0=no)	.8147	.3960	707
15	Economic Status of Family (good=3,mod.=2,low=1)	2.0225	.7969	621
*16	Number of Siblings	2.7969	2.3936	699
17	Number of Brothers	1.4020	1.3253	699
18	Number of Older Brothers	.8197	1.0317	699
19	Number of Sisters	1.3162	1.2953	699
20	Number of Older Sisters	.7568	.9889	699

TABLE 8 (cont'd.)

Variable	Mean	Standard Deviation	Number of Subjects
21 Citizenship	3.4064	.8454	595
*22 Reading	3.3266	.8208	689
23 English	3.2795	.8891	694
24 Spelling	3.6089	1.0376	693
*25 Writing	3.1817	.7396	644
26 Social Studies	3.0781	.9135	691
*27 Arithmetic	3.1568	.9617	695
28 Most Recent Years Grade Average	2.8347	.9601	708
29 English (Past Year)	2.8699	1.1033	684
30 Math	2.7632	1.1236	456
31 Social Studies	2.9192	1.2020	433
32 Science	2.9756	1.1311	369
33 Vocational	3.4079	1.0588	331
34 Other	3.6721	1.1602	488
*35 Verbal Aptitude	48.5159	28.2264	698
*36 Quantitative Aptitude	52.3256	29.0684	696
37 Total Aptitude	50.7256	28.8451	696
38 Social Studies	50.0659	28.3681	698
39 English	50.3066	28.1926	698
40 Math Computation	50.7594	28.4284	694
41 Math Problem Solving	49.6277	29.6044	693
42 Math Total	50.3680	28.7182	693
43 Science	50.0549	28.3982	692
44 Total Reading	14.0000	11.3137	2
45 Total Language	21.0000	I	1
46 Total Arithmetic	11.0000	I	1

TABLE 8 (cont'd.)

Variable	Mean	Standard Deviation	Number of Subjects
*47 Participation in Sports (1=yes, 0=no)	.1667	.3751	78
*48 Participation in Extra-curricular (1=yes, 0=no)	.1429	.3522	77
49 Participation in Student Office (1=yes, 0=no)	0.0000	0.0000	78
50 Vocational (1=yes, 0=no)	.1309	.3454	382
51 Business (1=yes, 0=no)	.1484	.3704	384
52 General (1=yes, 0=no)	.0436	.2282	390
53 Academic (1=yes, 0=no)	.7798	.4273	386
54 Special Ed (1=yes, 0=no)	.0514	.2733	389
55 Comments Recent Year (P=3, Neutral=2, Negative=1)	2.0093	.8510	429
*56 Has Subject been referred for Psych. services (1=yes, 0=no)	.1641	.4170	713
57 Institutionalized (yes=1, no=0)	.0111	.1288	719
58 Psychiatric Institutionalization (1=yes, 0=no)	0.0000	0.0000	716
59 Criminal Institutionalization (1=yes, 0=no)	0.0000	0.0000	716
60 Other Institutionalization (1=yes, 0=no)	0.0000	0.0000	716
61 Health Problems (1=yes, 0=no)	.0307	.2285	716
62 Academic Progress (1-5)	2.8383	1.7671	532
63 Expulsion (1=yes, 0=no)	.0171	.1684	350
64 Suspension (1=yes, 0=no)	.9886	.1306	350
65 Number of Suspensions over past two years	2.1257	3.1224	350

TABLE 8 (cont'd.)

Variable	Mean	Standard Deviation	Number of Subjects
66 Total number of days suspended	7.7908	7.6818	349
67 Physical Violence against person	.7356	5.6791	348
68 Physical Violence toward object	.1092	.9955	348
69 Verbal Abuse to student	.0860	.7608	349
70 Verbal Abuse to staff member	.4785	4.9355	349
71 Violation of school rules	.5977	1.2494	348
72 Possession of weapons	.1124	1.0266	347
73 Truancy	.6023	1.3312	347
74 Smoking	.2450	1.2656	347
75 Drugs, alcohol	.0058	.0758	347
76 Clothing	.0029	.0536	348
77 Health	.0029	.0536	348
78 Academic Problems	.0029	.0536	348
79 Disobedience	.4413	2.9469	349
80 Tardiness	.7399	3.2243	346
81 After-hour detention	.2522	2.3521	345
82 Work Task	.1884	2.4712	345
83 Loss of Privileges	.1570	2.1062	344
84 Parent Conferences	.1652	1.8137	345
85 Probationary Suspension	.0262	.3452	343
86 In School Suspension	.3324	4.5151	343
87 Disruptive Student (1=yes,0=no)	.4801	.4999	727

TABLE 9

Means, Standard Deviations, and Number of Subjects for Eighty-Seven Variables for MANATEE

* Best Predictors of Disruptive Youth

Variable	Mean	Standard Deviation	Number of Subjects
*1 Sex (Male=1,Female=0)	.5914	.4956	343
*2 Race,Black (1=yes,0=no)	.4373	.4968	343
*3 Race, White (1=yes,0=no)	.5539	.4978	343
*4 Race, Spanish (1=yes,0=no)	.0175	.1313	343
5 Age (4 digits/no decimal)	16.3472	1.1761	344
6 Grade Level	9.8935	1.1819	340
7 Years in district (3 digits/ no decimal)	8.3718	3.1648	312
*8 Father's Occupation (Hollingshead)	4.7425	1.2138	268
9 Mother's Occupation (Hollingshead)	5.0313	1.4956	224
10 Parents Own Home (1=yes,0=no)	.4558	.4989	294
11 Parents Living Together	.7778	.4164	333
12 Father Living (1=yes,0=no)	.9678	.1767	311
13 Mother Living (1=yes,0=no)	.9815	.1111	321
*14 Subject lives with both parents (1=yes,0=no)	.7814	.4139	334
15 Economic Status of Family (good=3,mod.=2,low=1)	1.8018	.6172	227
*16 Number of Siblings	2.6603	1.9060	315
17 Number of Brothers	1.4603	1.2028	315
18 Number of Older Brothers	.7524	.9488	315
19 Number of Sisters	1.2032	1.2402	315
20 Number of Older Sisters	.6519	1.0323	316

TABLE 9 (cont'd.)

Variable	Mean	Standard Deviation	Number of Subjects
21 Citizenship	3.1037	.5017	241
*22 Reading	3.3455	.8001	301
23 English	3.3090	.8530	301
24 Spelling	3.4352	.9416	301
*25 Writing	3.4192	.7941	291
26 Social Studies	3.2200	.8645	300
*27 Arithmetic	3.2667	.8707	300
28 Most Recent Years Grade Average	2.7596	.8337	337
29 English (Past Year)	2.6261	.9833	337
30 Math	2.8221	1.0091	281
31 Social Studies	2.7036	1.0132	280
32 Science	2.7040	.9571	250
33 Vocational	2.9803	1.0064	305
34 Other	3.1265	1.0901	324
*35 Verbal Aptitude	43.1429	28.8121	140
*36 Quantitative Aptitude	43.8088	28.0054	136
37 Total Aptitude	42.6912	28.8350	136
38 Social Studies	44.3235	27.4962	136
39 English	44.5809	28.1611	136
40 Math Computation	42.8175	28.2211	137
41 Math Problem Solving	42.0580	27.5373	138
42 Math Total	42.7609	27.9004	138
43 Science	43.7783	27.8373	137
44 Total Reading	27.0000	21.2132	2
45 Total Language	38.5000	50.2046	2
46 Total Arithmetic	10.5000	.7071	2

TABLE 9 (cont'd.)

Variable	Mean	Standard Deviation	Number of Subjects
*47 Participation in Sports (1=yes, 0=no)	.0870	.2827	161
*48 Participation in Extra-curricular (1=yes, 0=no)	.3292	.4714	161
49 Participation in Student Office (1=yes, 0=no)	.0994	.3001	161
50 Vocational (1=yes, 0=no)	.1224	.3283	343
51 Business (1=yes, 0=no)	.0117	.1075	343
52 General (1=yes, 0=no)	.5773	.4947	343
53 Academic (1=yes, 0=no)	.2828	.4510	343
54 Special Ed (1=yes, 0=no)	.0058	.0762	343
55 Comments Recent Year (P=3, Neutral=2, Negative=1)	2.0286	.7542	245
*56 Has Subject been referred for Psych. services (1=yes, 0=no)	.0233	.1509	344
57 Institutionalized (yes=1, no=0)	.0029	.0539	344
58 Psychiatric Institutionalization (1=yes, 0=no)	0.0000	0.0000	344
59 Criminal Institutionalization (1=yes, 0=no)	0.0000	0.0000	344
60 Other Institutionalization (1=yes, 0=no)	.0029	.0539	344
61 Health Problems (1=yes, 0=no)	1141283	.3349	343
62 Academic Progress (1-5)	3.8776	.4355	343
63 Expulsion (1=yes, 0=no)	0.0000	0.0000	184
64 Suspension (1=yes, 0=no)	1.0000	0.0000	184
65 Number of Suspensions over past two years	2.0707	1.6163	184

TABLE 9 (cont'd.)

Variable	Mean	Standard Deviation	Number of Subjects
66 Total number of days suspended	10.6339	11.2011	183
67 Physical Violence against person	1.0938	.2961	32
68 Physical Violence toward object	1.0000	0.0000	3
69 Verbal Abuse to student	1.1667	.4082	6
70 Verbal Abuse to staff member	1.2188	.5527	32
71 Violation of school rules	1.4176	1.1457	91
72 Possession of weapons	1.0000	0.0000	6
73 Truancy	1.3043	.7029	23
74 Smoking	1.7619	2.0225	21
75 Drugs, alcohol	I	I	0
76 Clothing	I	I	0
77 Health	I	I	0
78 Academic Problems	1.0000	0.0000	3
79 Disobedience	1.5085	1.0064	59
80 Tardiness	1.0526	.4047	19
81 After-hour detention	0.0000	I	1
82 Work Task	0.0000	I	1
83 Loss of Privileges	0.0000	I	1
84 Parent Conferences	4.0000	I	1
85 Probationary Suspension	I	I	0
86 In School Suspension	I	I	0
87 Disruptive Student (1=yes,0=no)	.5349	.4995	344

TABLE 10

Means, Standard Deviations, and Number of Subjects for Eighty-Seven Variables for DADE

* Best Predictors of Disruptive Youth

Variable	Mean	Standard Deviation	Number of Subjects
*1 Sex (Male=1,Female=0)	.6201	.4889	658
*2 Race,Black (1=yes,0=no)	.1126	.3164	657
*3 Race, White (1=yes,0=no)	.6585	.4746	656
*4 Race, Spanish (1=yes,0=no)	.2268	.4191	657
5 Age (4 digits/no decimal)	17.1459	1.1461	657
6 Grade Level	10.8050	1.0248	646
7 Years in district (3 digits/ no decimal)	9.4226	3.6612	646
*8 Father's Occupation (Hollingshead)	4.4738	1.5781	591
9 Mother's Occupation (Hollingshead)	4.5451	1.7168	233
10 Parents Own Home (1=yes,0=no)	.7146	.4521	459
11 Parents Living Together	.8208	.3839	636
12 Father Living (1=yes,0=no)	.9687	.1743	639
13 Mother Living (1=yes,0=no)	.9861	.1172	647
*14 Subject lives with both parents (1=yes,0=no)	.8538	.3535	650
15 Economic Status of Family (good=3,mod.=2,low=1)	1.1818	.7508	11
*16 Number of Siblings	2.3362	1.7705	574
17 Number of Brothers	1.1829	1.2264	574
18 Number of Older Brothers	.7033	.9622	573
19 Number of Sisters	1.1588	1.1786	573
20 Number of Older Sisters	.6392	.9000	571

TABLE 10 (cont'd.)

Variable	Mean	Standard Deviation	Number of Subjects
21 Citizenship	2.6250	2.1998	8
*22 Reading	3.3697	.8340	568
23 English	3.2721	.8965	566
24 Spelling	3.5965	1.0228	565
*25 Writing	3.4014	.7996	568
26 Social Studies	3.1581	.8488	563
*27 Arithmetic	3.1408	.8756	568
28 Most Recent Years Grade Average	2.8041	1.0694	638
29 English (Past Year)	2.7863	1.2698	627
30 Math	2.6945	1.2241	491
31 Social Studies	2.7671	1.2622	438
32 Science	2.6519	1.1934	362
33 Vocational	2.9563	1.2722	549
34 Other	3.1321	1.3074	583
*35 Verbal Aptitude	47.5204	25.9650	269
*36 Quantitative Aptitude	47.3296	27.0197	267
37 Total Aptitude	47.6704	25.9988	267
38 Social Studies	46.1919	27.4345	271
39 English	44.5625	26.2600	272
40 Math Computation	51.4403	26.7810	268
41 Math Problem Solving	47.3978	26.5866	269
42 Math Total	50.0448	26.2157	268
43 Science	47.0714	26.2615	266
44 Total Reading	34.5000	27.5772	2
45 Total Language	24.0000	25.2843	2
46 Total Arithmetic	75.0000	I	1

TABLE 10 (cont'd.)

Variable	Mean	Standard Deviation	Number of Subjects
*47 Participation in Sports (1=yes, 0=no)	.2890	.4274	251
*48 Participation in Extra-curricular (1=yes, 0=no)	.4701	.5001	251
49 Participation in Student Office (1=yes, 0=no)	.1349	.3423	252
50 Vocational (1=yes, 0=no)	.1406	.3479	647
51 Business (1=yes, 0=no)	.0479	.2137	647
52 General (1=yes, 0=no)	.6296	.5021	648
53 Academic (1=yes, 0=no)	.1852	.3927	648
54 Special Ed (1=yes, 0=no)	.0139	.2114	647
55 Comments Recent Year (P=3, Neutral=2, Negative=1)	1.9934	.7988	609
*56 Has Subject been referred for Psych. services (1=yes, 0=no)	.1924	.4207	655
57 Institutionalized (yes=1, no=0)	.0030	.0551	658
58 Psychiatric Institutionalization (1=yes, 0=no)	.0030	.0780	658
59 Criminal Institutionalization (1=yes, 0=no)	.0015	.0390	657
60 Other Institutionalization (1=yes, 0=no)	.0030	.0551	658
61 Health Problems (1=yes, 0=no)	.1067	.3676	656
62 Academic Progress (1-5)	3.8495	.4494	651
63 Expulsion (1=yes, 0=no)	0.0000	0.0000	324
64 Suspension (1=yes, 0=no)	1.0000	0.0000	324
65 Number of Suspensions over past two years	1.5185	.9842	324

TABLE 10 (cont'd.)

Variable		Mean	Standard Deviation	Number of Subjects
66	Total number of days suspended	9.3395	8.9724	324
67	Physical Violence against person	1.1196	.3818	92
68	Physical Violence toward object	1.0000	0.0000	4
69	Verbal Abuse to student	1.0000	0.0000	5
70	Verbal Abuse to staff member	1.0588	.2425	17
71	Violation of school rules	1.2973	1.3122	74
72	Possession of weapons	.8889	.3333	9
73	Truancy	1.3113	1.0361	106
74	Smoking	1.1111	.3189	36
75	Drugs, alcohol	1.0750	.2667	40
76	Clothing	I	I	0
77	Health	I	I	0
78	Academic Problems	.5000	.7071	2
79	Disobedience	1.2143	.7501	42
80	Tardiness	0.0000	I	1
81	After-hour detention	10.0000	I	1
82	Work Task	0.0000	I	1
83	Loss of Privileges	0.0000	I	1
84	Parent Conferences	4.0000	I	1
85	Probationary Suspension	I	I	0
86	In School Suspension	I	I	0
87	Disruptive Student (1=yes,0=no)	.4939	.5003	658

TABLE 11

Means, Standard Deviations, and Number of Subjects for Eighty-Seven Variables for Total Sample

* Best Predictors of Disruptive Youth

Variable		Mean	Standard Deviation	Number of Subjects
*1	Sex (Male=1,Female=0)	.5658	.5109	4952
*2	Race,Black (1=yes,0=no)	.3511	.4774	4925
*3	Race, White (1=yes,0=no)	.6112	.4875	4925
*4	Race, Spanish (1=yes,0=no)	.0382	.1916	4927
5	Age (4 digits/no decimal)	17.0398	1.3847	4949
6	Grade Level	10.6056	1.4495	4932
7	Years in district (3 digits/ no decimal)	9.0645	3.7267	4760
*8	Father's Occupation (Hollingshead)	4.6877	1.7279	3974
9	Mother's Occupation (Hollingshead)	5.0668	1.7843	2170
10	Parents Own Home (1=yes,0=no)	.6666	.5330	3725
11	Parents Living Together	.7544	.4339	4764
12	Father Living (1=yes,0=no)	.9565	.2103	4554
13	Mother Living (1=yes,0=no)	.9851	.1263	4761
*14	Subject lives with both parents (1=yes,0=no)	.7539	.4322	4827
15	Economic Status of Family (good=3,mod.=2,low=1)	1.9385	.7169	3254
*16	Number of Siblings	3.0437	2.2832	4640
17	Number of Brothers	1.5457	1.4185	4638
18	Number of Older Brothers	.8874	1.1283	4626
19	Number of Sisters	1.4906	1.4190	4635
20	Number of Older Sisters	.8362	1.1392	4634

Variable	Mean	Standard Deviation	Number of Subjects
21 Citizenship	3.3768	.8640	2773
*22 Reading	3.3752	.8817	4227
23 English	3.3116	.9224	4207
24 Spelling	3.5806	1.0466	4190
*25 Writing	3.3700	.8314	3987
26 Social Studies	3.1799	.9301	4246
*27 Arithmetic	3.1754	.9664	4276
28 Most Recent Years Grade Average	2.8705	1.0036	4581
29 English (Past Year)	2.8361	1.1956	4241
30 Math	2.7438	1.1851	3474
31 Social Studies	2.8101	1.2120	2991
32 Science	2.9104	1.1744	2891
33 Vocational	3.1304	1.1748	2469
34 Other	3.2473	1.1782	3991
*35 Verbal Aptitude	41.3902	28.3316	3270
*36 Quantitative Aptitude	45.1972	28.7407	3261
37 Total Aptitude	44.5503	28.5838	3260
38 Social Studies	44.9056	28.2823	3274
39 English	44.5374	28.2324	3266
40 Math Computation	45.4362	28.3312	3267
41 Math Problem Solving	44.7585	28.4950	3263
42 Math Total	45.0104	28.4644	3262
43 Science	44.5277	28.7232	3252
44 Total Reading	26.1402	25.6436	542
45 Total Language	25.5940	23.5854	532
46 Total Arithmetic	24.4023	23.1126	512

Variable	Mean	Standard Deviation	Number of Subjects
*47 Participation in Sports (1=yes, 0=no)	.1781	.3827	2414
*48 Participation in Extra-curricular (1=yes, 0=no)	.3355	.4732	2411
49 Participation in Student Office (1=yes, 0=no)	.0870	.2833	2414
50 Vocational (1=yes, 0=no)	.1453	.3531	3986
51 Business (1=yes, 0=no)	.0813	.2842	3973
52 General (1=yes, 0=no)	.4979	.5103	4049
53 Academic (1=yes, 0=no)	.3237	.4795	4034
54 Special Ed (1=yes, 0=no)	.0224	.1974	3981
55 Comments Recent Year (P=3, Neutral=2, Negative=1)	1.8925	.9225	3153
*56 Has Subject been referred for Psych. services (1=yes, 0=no)	.1187	.3610	4905
57 Institutionalized (yes=1, no=0)	.0071	.1075	4914
58 Psychiatric Institutionalization (1=yes, 0=no)	.0020	.0781	4911
59 Criminal Institutionalization (1=yes, 0=no)	.0059	.1037	4910
60 Other Institutionalization (1=yes, 0=no)	.0026	.0891	4910
61 Health Problems (1=yes, 0=no)	.0587	.2903	4903
62 Academic Progress (1-5)	3.5248	1.1234	4457
63 Expulsion (1=yes, 0=no)	.0174	.1561	2474
64 Suspension (1=yes, 0=no)	.9460	.2608	2483
65 Number of Suspensions over past two years	1.7256	2.4046	2442

TABLE 11 (cont'd.)

Variable		Mean	Standard Deviation	Number of Subjects
66	Total number of days suspended	7.3679	7.8462	2427
67	Physical Violence against person	.9587	5.5117	1161
68	Physical Violence toward object	.2906	2.7270	874
69	Verbal Abuse to student	.1971	1.9579	893
70	Verbal Abuse to staff member	.7849	4.7600	1139
71	Violation of school rules	.7955	1.9350	1320
72	Possession of weapons	.2856	3.0908	879
73	Truancy	1.0072	1.8726	1523
74	Smoking	.4995	2.4806	1035
75	Drugs, alcohol	.1876	2.0050	922
76	Clothing	.0936	1.6782	865
77	Health	.0153	.1639	850
78	Academic Problems	.0198	.1627	857
79	Disobedience	.7048	2.0970	1216
80	Tardiness	.5206	2.5562	972
81	After-hour detention	.3287	2.9288	864
82	Work Task	.3597	2.3594	923
83	Loss of Privileges	.3902	3.2042	915
84	Parent Conferences	.7209	2.9305	1222
85	Probationary Suspension	.2298	2.7354	853
86	In School Suspension	.6025	4.3249	1024
87	Disruptive Student (1=yes,0=no)	.5067	.5000	4967

TABLE 12

BEST PREDICTORS

FOR THE

MULTIPLE REGRESSION ANALYSES

x_1 = Sex

x_2 = Race (white/non white)

x_3 = Age

x_4 = Father's Occupation

x_5 = Subject lives with both parents

x_6 = Number of siblings

x_7 = 6th Grade reading

x_8 = 6th Grade writing

x_9 = 6th Grade arithmetic

x_{10} = Most recent year's grade average

x_{11} = Verbal Aptitude - 9th grade

x_{12} = Quantitative Aptitude - 9th grade

x_{13} = Participation in Sports

x_{14} = Participation in Extracurricular Activities

x_{15} = Subject has been referred for psychological services

TABLE 13

Leon County

Multiple Correlation Between Socioeconomic and Academic Variables and Disruptiveness

Leon County (N = 499)

Model	Multiple R	R^2	F	P	df
Socioeconomic & Academic Variables	.55	.31	88.19	<.0001	1,200
Advantage of Socioeconomic Variables	.30	.09	.67	N.S.	6,200
Advantage of Academic Variables	.54	.29	6.77	<.0001	9,2000

	Partial R	R^2
Socioeconomic with Academic Controlled	.17	.03
Academic with Socioeconomic Controlled	.49	.24

$$\hat{Y} = -.01x_1 + .02x_2 + .05x_3 + .08x_4 - .08x_5 + .02x_6 + .05x_7 - .10x_8 + .04x_9 - .41x_{10} - .12x_{11} + .02x_{12} + .04x_{13} - .05x_{14} + .11x_{15}$$

TABLE 14

Gadsden County

Multiple Correlation Between Socioeconomic and Academic Variables and Disruptiveness

Gadsden County (N = 205)

Model	Multiple R	R^2	F	P	df
Socioeconomic & Academic Variables	.48	.23	30.30	<.0001	1,100
Advantage of Socioeconomic	.42	.17	2.58	<.02	6,100
Advantage of Academic	.34	.11	.81	N.S.	9,100

	Partial R	R^2
Socioeconomic with Academic Controlled	.37	.13
Academic with Socioeconomic Controlled	.27	.07

$$\hat{Y} = +.32x_1 - .06x_2 - .06x_3 + .15x_4 - .07x_5 - .03x_6 - .02x_7 + .12x_8 + .04x_9 - .25x_{10} + .01x_{11} + .02x_{12} - .02x_{13} + .01x_{14} + .05x_{15}$$

TABLE 15

Marion County

Multiple Correlation Between Socioeconomic and Academic Variables and Disruptiveness

Marion County (N =503)

Model	Multiple R	R^2	F	P	df
Socioeconomic & Academic Variables	.51	.26	88.55	<.0001	1,250
Advantage of Socioeconomic	.48	.23	1.58	N.S.	6,250
Advantage of Academic	.34	.12	5.43	<.0001	9,250

	Partial R	R^2
Socioeconomic with Academic Controlled	.40	.16
Academic with Socioeconomic Controlled	.20	.04

$$\hat{Y} = .03x_1 - .18x_2 + .06x_3 - .09x_4 - .04x_5 + .07x_6 - .20x_7 - .04x_8 + .09x_9 - .34x_{10} - .05x_{11} + .09x_{12} - .13x_{13} - .05x_{14} + .02x_{15}$$

TABLE 16

Duval County

Multiple Correlation Between Socioeconomic and Academic Variables and Disruptiveness

Duval County (N =879)

Model	Multiple R	R^2	F	P	df
Socioeconomic & Academic Variables	.44	.19	60.10	<.0001	1,250
Advantage of Socioeconomic Variables	.19	.04	.92	N.S.	6,250
Advantage of Academic Variables	.42	.18	5.37	<.0001	9,250

	Partial R	R^2
Socioeconomic with Academic Controlled	.11	.01
Academic with Socioeconomic Controlled	.34	.11

$$\hat{Y} = .00x_1 - .05x_2 + .12x_3 - .02x_4 - .02x_5 + .05x_6 + .11x_7 - .02x_8 - .01x_9 - .42x_{10} + .05x_{11} - .01x_{12} - .02x_{13} - .04x_{14} + .10x_{15}$$

TABLE 17

Lake County

Multiple Correlation Between Socioeconomic and Academic Variables and Disruptiveness

Lake County (N =417)

Model	Multiple R	R^2	F	P	df
Socioeconomic & Academic Variables	.55	.31	110.05	<.0001	1,250
Advantage of Socioeconomic Variables	.36	.13	4.28	<.0001	6,250
Advantage of Academic Variables	.49	.23	8,97	<.0001	9,250

	Partial R	R^2
Socioeconomic with Academic Controlled	.32	.10
Academic with Socioeconomic Controlled	.45	.21

$$\hat{Y} = .14x_1 - .01x_2 - .22x_3 + .07x_4 - .05x_5 + .02x_6 - .04x_7 - .06x_8 - .11x_9 - .20x_{10} + .00x_{13} - .02x_{14} + .24x_{15}$$

TABLE 18

Orange County

Multiple Correlation Between Socioeconomic and Academic Variables and Disruptiveness

Orange County (N =370)

Model	Multiple R	R^2	F	P	df
Socioeconomic & Academic Variables	.61	.37	148.02	<.0001	1,250
Advantage of Socioeconomic Variables	.27	.07	.74	N.S.	6,250
Advantage of Academic Variables	.60	.36	16.89	<.0001	9,250

	Partial R	R^2
Socioeconomic with Academic Controlled	.13	.02
Academic with Socioeconomic Controlled	.58	.32

$$\hat{Y} = -.03x_1 - .03x_2 - .04x_3 + .04x_4 - .01x_5 + .06x_6 + .00x_7 - .07x_8 + .08x_9 - .29x_{10} - .02x_{13} - .12x_{14} + .37x_{15}$$

TABLE 19

Hillsborough County

Multiple Correlation Between Socioeconomic and Academic Variables and Disruptiveness

Hillsborough County (N =366)

Model	Multiple R	R^2	F	P	df
Socioeconomic & Academic Variables	.67	.45	81,64	<0001	1,100
Advantage of Socioeconomic Variables	.36	.13	9.59	<.0001	6,100
Advantage of Academic Variables	.36	.13	6,45	<.0001	9,100

	Partial R	R^2
Socioeconomic with Academic Controlled	.60	.37
Academic with Socioeconomic Controlled	.60	.37

$$\hat{Y} = .49x_1 - .70x_2 + .25x_3 + .43x_4 + .31x_5 + .16x_6 + .45x_7 - .43x_8 - .32x_9 - .64x_{10} + .69x_{11} + .97x_{12} - 1.14x_{13} + .01x_{14} + .33x_{15}$$

TABLE 20

Polk County

Multiple Correlation Between Socioeconomic and Academic Variables and Disruptiveness

Polk County (N = 727)

Model	Multiple R	R^2	F	P	df
Socioeconomic and Academic Variables	.55	.30	108.48	<.0001	1,250
Advantage of Socioeconomic Variables	.38	.14	1,58	N.S.	6,250
Advantage of Academic Variables	.53	.28	8.09	<.0001	9,250

	Partial R	R^2
Socioeconomic with Academic Controlled	.17	.03
Academic with Socioeconomic Controlled	.43	.19

$$\hat{Y} = .00x_1 - .13x_2 - .01x_3 + .04x_4 - .05x_5 + .06x_6 - .03x_7 - .01x_8 - .01x_9 - .29x_{10} - .02x_{11} + .00x_{14} + .26x_{15}$$

TABLE 21

Manatee County

Multiple Correlation Between Socioeconomic and Academic Variables and Disruptiveness

Manatee County (N = 344)

Model	Multiple R	R^2	F	P	df
Socioeconomic and Academic Variables	.66	.44	39.29	<.0001	1,500
Advantage of Socioeconomic Variables	.60	.36	7.54	<.0001	6,500
Advantage of Academic Variables	.49	.24	1.98	<.06	9,500

	Partial R	R^2
Socioeconomic with Academic Controlled	.51	.26
Academic with Socioeconomic Controlled	.35	.13

$$\hat{Y} = .24x_1 + .02x_2 + .04x_3 + .13x_4 + .14x_5 - .11x_6 + .23x_7 + .08x_8 + .09x_9 - .29x_{10} - .64x_{11} - .11x_{12} - .07x_{13} + .00x_{14} + .04x_{15}$$

TABLE 22

Dade County

Multiple Correlation Between Socioeconomic and Academic Variables and Disruptiveness

Dade County (N =658)

Model	Multiple R	R^2	F	P	df
Socioeconomic & Academic Variables	.55	.31	110.49	<.0001	1,250
Advantage of Socioeconomic Variables	.32	.10	1.42	N.S.	6,250
Advantage of Academic Variables	.53	.23	8.09	<.0001	9,250

	Partial R	R^2
Socioeconomic with Academic Controlled	.20	.04
Academic with Socioeconomic Controlled	.48	.23

$$\hat{Y} = +.07x_1 - .02x_2 + .10x_3 - .03x_4 - .06x_5 + .08x_6 - .01x_7 - .01x_8 - .07x_9 - .39x_{10} + .04x_{11} + .02x_{12} + .01x_{13} - .11x_{14} + .10x_{15}$$

TABLE 23

Statewide Sample

Analyses of Multiple Regression of Disruptiveness on Socioeconomic and Academic Background Variables for 10 Florida Counties (N = 4968)

Model	Multiple R	R^2	F	P	df
Socioeconomic & Academic Variables	.48	.23	880.02	<.0001	1,3000
Advantage of Socioeconomic Variables	.26	.07	8.65	<.0001	6,3000
Advantage of Academic Variables	.46	.21	67.60	<.0001	9,3000

	Partial R	R^2
Socioeconomic with Academic Controlled	.13	.02
Academic with Socioeconomic Controlled	.41	.17

$$\hat{Y} = .06x_1 - .08x_2 + .02x_3 + .01x_4 - .05x_5 + .04x_6 + .01x_7 - .01x_8 - .00x_9 - .32x_{10} - .02x_{11} - .01x_{12} - .03x_{13} - .08x_{14} + .15x_{15}$$

TABLE 24

Multiple Correlation Between Socioeconomic and Academic Factors and, 1) Expulsions, 2) Suspensions. State Sample (N=2516)

Expulsion Criterion

Model	Multiple R	R^2	F	P	df
Socioeconomic & Academic Variables	.11	.01	11.41	<.001	1,1000
Advantage of Socioeconomic Variables	.07	.00	.93	N.S.	6,1000
Advantage of Academic Variables	.08	.01	.72	N.S.	9,1000

Suspended Criterion

Model	Multiple R	R^2	F	P	df
Socioeconomic & Academic Variables	.16	.03	25.94	<.0001	1,1000
Advantage of Socioeconomic Variables	.07	.01	1.18	N.S.	6,1000
Advantage of Academic Variables	.14	.02	2.31	<.02	9,1000

$$\hat{Y}_{\text{Expelled State Sample}} = .01x_1 - .01x_2 - .01x_3 + .02x_4 - .06x_5 + .02x_6 + .00x_7 + .00x_8 + .00x_9 - .02x_{10} + .03x_{11} + .02x_{12} - .01x_{13} - .02x_{14} + .06x_{15}$$

$$\hat{Y}_{\text{Suspended State Sample}} = -.03x_1 + .04x_2 + .04x_3 + .00x_4 + .00x_5 - .05x_6 + .01x_7 + .05x_8 + .01x_9 - .10x_{10} - .04x_{11} - .02x_{12} - .02x_{13} - .04x_{14} + .03x_{15}$$

TABLE 25

Beta Weights in Fifteen Selected Variables by County

County	x_1	x_2	x_3	x_4	x_5	x_6	x_7	x_8	x_9	x_{10}	x_{11}	x_{12}	x_{13}	x_{14}	x_{15}
Leon	-.01	.02	.05	.08	-.08	.02	.05	-.10	.04	-.41	-.12	.02	.04	-.05	.11
Gadsden	.32	-.06	-.06	.15	-.07	-.03	-.02	.12	.04	-.25	.01	.02	-.02	.01	.05
Marion	.03	-.18	.06	-.09	-.04	.07	-.20	-.04	.09	-.34	-.05	.09	-.13	-.05	.02
Duval	.00	-.05	.12	-.02	-.02	.05	.11	-.02	-.01	-.42	.05	-.01	-.02	-.04	.10
Lake	.14	-.01	-.22	.07	-.05	.02	-.04	-.06	-.11	-.20	.06	-.02	x	x	.24
Orange	-.03	-.04	-.04	.04	-.01	.06	.00	-.07	.08	-.29	-.62	-.12	x	x	.37
Hillsborough	.49	-.70	.25	.43	.31	.16	.45	-.43	-.32	-.64	.69	.97	-1.14	.61	.33
Polk	.00	-.13	-.01	.04	-.05	.06	-.03	-.01	-.01	-.29	-.02	.00	x	x	.26
Manatee	.24	-.02	.04	.13	.14	-.11	.23	-.08	.09	-.29	-.64	-.11	-.07	.00	.04
Dade	.07	-.02	.10	-.03	-.06	-.08	-.01	-.01	.07	-.39	.04	.02	.10	-.11	.10
Ten counties	.05	-.08	.01	.01	-.04	.03	.01	-.01	.00	-.32	-.02	-.01	-.03	-.08	.15

Key

x - Beta Weights

1. Sex
2. Race (white/non-white)
3. Age
4. Father's Occupation
5. Subject lives with both parents
6. Number of siblings
7. 6th Grade reading
8. 6th Grade writing
9. 6th Grade arithmetic
10. Last year's GPA
11. Verbal Aptitude (9th Grade)
12. Quantitative Aptitude (9th Grade)
13. Sports
14. Extracurricular
15. Referral to psychological services

TABLE 26

Single Most Important Prediction Variables by Counties

Sex	Race	6 Grade Test	Recent GPA	Verbal Aptitude	Referral	
Gadsden	Marion	Marion	all	Manatee	Leon	
Lake	Hillsborough	Duval		Leon	Lake	
Manatee	Polk			Hillsborough	Polk	
					Dade	
					Orange	
					Duval	

APPENDIX

STATE OF FLORIDA
Office of the Governor
THE CAPITOL
TALLAHASSEE 32304

REUBIN O'D. ASKEW
GOVERNOR

July 9, 1973

Dear

As you may know, the Florida Legislature has mandated that Florida's Schools develop and maintain programs and records on all suspended and expelled students. I fully realize that a child's misbehavior should never be allowed to overshadow classroom learning activities; however, I am not totally convinced that expulsions and suspensions are the answers. An education can no longer be considered a privilege, but should be considered a right. Basic skills are essential for survival; consequently, a student should not be deprived of his right to an education without substantial cause, and only then, after all other alternatives have been exhausted.

To assist me in my efforts to provide the best possible education for all children, I am therefore commissioning a task force, entitled The Governor's Ad Hoc Task Force on Disruptive Youth, to review, survey and analyze the problems and characteristics associated with disruptive students. An accurate base of information would present us with a wider range of alternatives, not only for problem students, but also for those teachers and administrators who are confronted with classroom and school disruptions. Most importantly, such information could assist us in preventing or diverting young people away from the criminal system.

Page 2
July 9, 1973

The intent of this letter is to seek your cooperation in gathering information and data for this project and to introduce the project director, Dr. Stephen Rollin, and his staff of researchers. Tentative plans are to invite school superintendents to the general Task Force meeting which is to be held in Tallahassee on September 14, 1973. This meeting will afford the superintendents access to the collected data and input into final report. Members of the Task Force will be contacting you shortly and would appreciate any assistance that your office might offer in this endeavor.

It would also be helpful if you were to designate a contact person within your office so as to minimize any unnecessary imposition on your staff. If further information is needed, please contact my Educational Coordinator, Dr. Claud Anderson, telephone 904/488-3050, who will be pleased to assist you.

With kindest regards,

Sincerely,

Governor

ROA/ibh

FLOYD T. CHRISTIAN
COMMISSIONER

STATE OF FLORIDA
DEPARTMENT OF EDUCATION
TALLAHASSEE 32304

All of you are aware that the Legislature passed the Safe Schools Act of 1973 providing funds to districts to assist them in planning and implementing programs which will tend to assure a safe and orderly learning environment by providing personal security and property protection from disruptive and damaging acts by individuals or groups. One of the major thrusts of the intent of the Legislature is to encourage innovative solutions in developing alternative educational programs for disruptive students. Very shortly you will be receiving additional information from the Department providing information and guidelines in the development of your plan.

In the meantime, I call your attention to a letter from Governor Askew dated July 9 regarding a task force commissioned to analyze the problems and characteristics associated with disruptive students. The letter introduces Project Director, Dr. Stephen Rollin, and requests your cooperation in gathering information and data relating to the disruptive student. I would like to endorse this study and urge you to cooperate with the Governor's task force since the information obtained by the task force may prove helpful to the districts and the state in developing and implementing alternative programs for the disruptive student.

Sincerely,

Floyd T. Christian

odb

THE FLORIDA COMMITTEE

SOUTHERN ASSOCIATION
OF
COLLEGES AND SCHOOLS
COMMISSION ON SECONDARY SCHOOLS

HERMAN FRICK, CHAIRMAN
COLLEGE OF EDUCATION
FLORIDA STATE UNIVERSITY
TALLAHASSEE

July 23, 1973

Dr. James Longstreth
Superintendent
Alachua County Public Schools
1817 E. University Ave.,
Gainesville, Florida 32601

Dear Dr. Longstreth:

The Florida Committee of the Southern Association of Colleges and Schools, Commission on Secondary Schools is vitally concerned with the incidences of school disruptions which have occurred in S.A.C.S. Schools in recent years. Interference in the operation of the school is a violation of Standards which results in automatic loss of accreditation. More important, such interference results in the denial or opportunities for education to the students in the school. The disruptions that have occurred in recent years have resulted in such denial of opportunity.

It is for this reason that the S.A.C.S. Florida Committee wholeheartedly endorses the efforts of "The Governor's Task Force on Disruptive Youth" to determine the extent, nature, and probable causes of such disruptions in our schools. The Committee believes that the Task Force's Study will provide "baseline" data to assist all concerned in their efforts to correct conditions which have contributed to the disruptive activities.

We would like to urge your cooperation with Dr. Stephen Rollin and his staff on the Task Force Study and if you have any questions, feel free to contact Dr. Rollin at 616 S. Duval, Tallahassee, Florida 32301, or by phone, 904-224-2278.

Sincerely,

Herman Frick
Chairman

HF:meb
cc: Dr. Claude Anderson
Dr. Stephen Rollin

GOVERNOR'S TASK FORCE ON DISRUPTIVE YOUTH

TASK FORCE

Dr. Claud Anderson
Education Aide to Governor Askew

Mr. Oliver E. Daugherty, Assistant Director
Division of Secondary and Elementary Education
Department of Education

Mr. Charles R. Davoli (Staff Coordinator)
Criminal Justice Planner
Governor's Council on Criminal Justice

Dr. Herman Frick, Professor
Department of Educational Administration
The Florida State University

Dr. Paul Mohr, Dean
School of Education
Florida A&M University

Dr. Stephen A. Rollin (Project Coordinator)
Assistant Professor
Department of Counselor Education
The Florida State University

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Division of Youth Services

Dr. Landis Stetler, Section Administrator for
Exceptional Children
Department of Education

Mr. Ray Tipton, Executive Assistant for
the Deputy Commissioner of Education
Department of Education

STAFF

Dr. Russell C. Kraus, Assistant Director for
Research
Governor's Task Force on Disruptive Youth

Mr. Eugene Sutton, Assistant Director for
Training
Governor's Task Force on Disruptive Youth

Mary Jane Miles, Secretary
Governor's Task Force on Disruptive Youth

Linda Cooper, Special Assistant to the Director
Governor's Task Force on Disruptive Youth

TEAMS, TEAM LEADERS, COUNTIES, AND SUPERINTENDENTS

Team I: Duval,Gadsden,Leon and Marion Counties

Team Leader: Lee Blackwell

Team Members: James Arey
Karl Bishop
Charlene Carlock

Duval County: Superintendent John T. Gunning

Schools Visited: Andrew Jackson High School
Edward H. White High School

Gadsden County: Superintendent Max D. Walker

Schools Visited: Havana High School
James A. Shanks High School

Leon County: Superintendent Ned Lovell

Schools Visited: Leon High School
Rickards High School

Marion County: Superintendent Bill Fish

Schools Visited: Forest High School
North Marion High School

Team II: Lake , Orange , and Polk Counties

Team Leader: Claudia Moore

Team Members: Gloria Cherry
Alfreda Lewis
Thomas Vigueras

Lake County: Superintendent Clyde E. Stevens

Schools Visited: Leesburg High School

Eustis High School

Orange County: Superintendent J. Linton Deck, Jr.

Schools Visited: Maynard Evans High School
Winter Park High School

Polk County: Superintendent H.K. Addair

Schools Visited: Bartow Senior High School
Lakeland Senior High School

Team III: Dade, Hillsborough, and Manatee Counties

Team Leader: Anna Motter

Team Members: Jerry Bell
Elaine Newbold
James Truesdell
Debra Wanza
Christine Smith

Dade County: Northwest Area Superintendent Dr. J.L. Jones

Schools Visited: Hialeah Senior High School
Hialeah-Miami Lakes Senior High School

Hillsborough County: Superintendent Raymond O. Shelton

Schools Visited: Hillsborough High School
Robinson High School

Manatee County: Superintendent William Bashaw

Schools Visited: Manatee High School
Palmetto High School

QUESTIONNAIRE

School_____ County_____

Subject ID#_____

1. Sex: Male_____ Female_____

2. Ethnic Identity: BIK_____ White_____ Sp. Surname_____
   Am. Indian_____ Other_____

3. Current Age:_____._____ in years and decimals:

1 mo.= .08	7 mo.= .58
2 mo.= .16	8 mo.= .67
3 mo.= .25	9 mo.= .75
4 mo.= .33	10mo.= .83
5 mo.= .42	11mo.= .92
6 mo.= .50	

4. Current Grade Level:_____

5. Residence in District by half years:_____

6. Father Living: Yes_____ No_____

7. Mother Living: Yes_____ No_____

8. Father's Occupation: _____

9. Mother's Occupation: _____

10. Parents: Living Together_____ Divorced_____ Separated_____

11. Subject lives with: Both Parents_____ Mother_____ Father_____
    Guardian_____ Other_____

12. Economic Status of Family: Good_____Moderate _____ Low_____

13. Number of Siblings: _____

    Number of brothers _____ of which _____ are older.

    Number of sisters _____ of which _____ are older.

14. Parents Own Home: Yes_____ No_____

15. 6th Grade Performance Data (Use same code as question 17)

Citizenship_____

Language Arts

Reading_____

English_____

Spelling_____

Writing_____

Social Studies _____

Arithmetic_____

16. Most recent year's average grades:_____

17. Achievement level for past year:

Eng._____

Math_____

Soc.Stud._____

Sci._____

Voc._____

Other_____

Use scale:

1=A (99-90%)
2=B (89-80%)
3=C (79-70%)
4=D (69-60%)
5= Failure

18. Subject's Statewide 9th Grade Tests (Code Percentile):_____

Language Aptitude, Verbal _____

Language Aptitude, Nonverbal_____

Math I _____ MathII _____

Language Development I _____

Language Development II _____

Science _____

Social Studies _____

Study Skills _____

Use of Reference Materials_____

19. Participation in non-academic activities:

	Yes	No
Sports	_____	_____
Extracurricular	_____	_____
Elected Student Office	_____	_____

20. Subject's Program of Study:

Voc._____ Bus._____ Sp.Ed._____ Acad._____ General_____ Other_____

21. Number of Absences over Past 3 years: _____

22. Teacher or Counselor Comments for Most Recent Three Years:

_____

_____

_____

22a Most Recent Year: Positive_____ Neutral_____ Negative_____

22b 2nd Most Recent Year: Positive____ Neutral____ Negative____

22c 3rd Most Recent Year: Positive____ Neutral____ Negative____

23. Age at which subject received first suspension:_____._____

24. Has Subject ever been institutionalized: Yes_____ No_____

24a. If yes: Psychiatric_____
Criminal _____
Other _____

25. Subject's General Physical (including dental) Health:

_____ has had problems

_____ has not had problems

(Do not include in your judgment history of chicken pox, measles, and other normal childhood illnesses, nor include injuries sustained in an accident unless permanent or chronic damage resulted).

26. Academic Progress: 3 retentions_____ 2 retentions_____
1 retention_____ normal progress_____ accelerated_____

Subject ID _____ County _____

School_____ Grade _____

27. Expulsion(s): Yes_____ No_____

28. Suspension(s): Yes_____ No_____

29. Number of suspensions over past two years: _____

30. Total number of days suspended in last two years:_____

31. Nature of Disruptive Behavior: (frequency over last 2 years)

Physical Violence Against a Person	_____
Physical Violence Towards a Physical Object (vandalism)	_____
Verbal Abuse to a Student	_____
Verbal Abuse to a Staff Member (insubordination)	_____
Violation of School Rules	_____
Possession of Weapons	_____
Truancy, Skipping	_____
Smoking	_____
Drugs	_____
Clothing	_____
Health	_____
Academic Problems	_____
*Disobedience (see definition)	_____
Tardiness	_____

*Disobedience is to mean a refusal on the part of a student to follow a duly given charge by a faculty, administrator or staff member of the school system, e.g., refusal to sit or discontinue activities

on a bus, refusal to bring gym clothes, talking when expected to stop, general interruption of the learning activity, etc...

32. Other Disciplinary activities Over Past 2 Years:

	frequency of
After Hour Detention	_____
Work Task	_____
Loss of Privileges	_____
Parent Conferences	_____
Probationary Suspension	_____
In School Suspension	_____

GOVERNOR'S TASK FORCE ON DISRUPTIVE YOUTH

A PROSPECTUS FOR PHASE II

The Governor's Council on Criminal Justice contracted with Dr. Stephen Rollin, Assistant Professor of Education, Counseling Department, Florida State University to conduct a study of the problems associated with disruptive youth. This study had as its objectives:

> To review, survey, and analyze the problems attributed to disruptive students in Florida public schools, and to make recommendations to the Governor to improve the treatment of such students as a measure of constructive discipline and to prevent or divert potential delinquent behavior.

To accomplish this, Dr. Rollin and his staff designed a survey which was utilized in 10 counties within the state. These counties were selected on the basis of their geographical locations North, South, Central and on the general assessment of their demographic status, rural urban, suburban. The instrument sought information (appendix) related to all types of school suspensions and disruptive behaviors. In essence, the intent of the survey was to establish:

(a) The characteristics of the disruptive behavior
(b) The characteristics of disciplinary action
(c) The characteristics of the disruptive student

CONTINUED

1 OF 2

in reviewing a school's environment as a preventive measure for possible disruptions.

3) A survey of faculty/administrators who can be identified as either the type of teacher/administrator who inhibits or encourages disruptive behavior. The identification of disruptive inhibitors/encouragors characteristics would aid in the development of exportable training models to deal with disruptive students.

4) The Development of 2 Training Models:

   a) The development of Model I would be an attempt to put together a series of exportable materials, which would train teachers and administrators in school and classroom management.

   b) The development of Model II would be an attempt to put together a series of exportable materials, instructions and aids which would be used in directly working with disruptive and pre-disruptive students.

5) Make recommendations to the Governor concerning possible legislative programs.

This project, under Phase II, would sponsor three seminars on disruptive students and attending problems. Each seminar would be given three times at different centralized locations and dates. For example, Seminar I might be given on November 12, 19, and December 3 in Tallahassee, Orlando, and Miami. By minimizing travel and providing alternate dates, we would hope to maximize

Additionally, the phase one study hoped to gather data which could possibly be used to determine which characteristics of the disruptive student might become a means for predicting whether or not a student might have a greater potential for being disruptive or not.

This study was commissioned to begin on/about July 1, 1973 and terminate no later than September 20, 1973. Approximately $45,000.00 in FY-1973 LEAA, Part B "planning funds" were utilized to fund this project.

Although this original (Phase I) project is only just past the midway point towards completion, it is already obvious that a Phase II continuation to Phase I would be desirous.

Phase II would have as its objectives:

1) The continued survey and data analysis of Phase I expanded to include more of the state's school systems. Only 10 of 67 counties were covered in Phase I. The emphasis in this survey would be to interview students who have been designated as disruptive and the analysis of the data to search out those factors, from a student's point of view, that contributed to his disruptive behavior.
2) A survey and analysis of a selected number of individual schools relative to the educational-affective environment of the school. The project would hope to establish a means by which any school can be measured. Such an accomplishment would aid in reviewing a school's environment as a preventive measure for possible disruptions.
3) A survey of faculty/administrators who can be identified as either the type of teacher/administrator who inhibits or encourages disruptive behavior. The identification of disruptive inhibitors/encouragors characteristics would aid in the development of exportable training models to deal with disruptive students.
4) The Development of 2 Training Models:
   a) The development of Model I would be an attempt to put together a series of exportable materials, which would train teachers and administrators in school and classroom management.
   b) The development of Model II would be an attempt to put together a series of exportable materials, instructions and aids which would be used in directly working with disruptive and pre-disruptive students.
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attendance. The seminars could range from problems of disruptive students to race relations training and human relations and organizational development in public schools.

If Phase II is approved, the project may wish to postpone the publication of the report scheduled for Phase I until additional data is gathered and analyzed. In place of the Phase I report, the project would issue an interim progress report.

SUMMARY OF RESPONSES BY STATE
TO CORRESPONDENCE FROM THE FLORIDA
GOVERNOR'S TASK FORCE ON DISRUPTIVE YOUTH

SUMMARY OF RESPONSES BY STATE
TO CORRESPONDENCE FROM THE FLORIDA
GOVERNOR'S TASK FORCE ON DISRUPTIVE YOUTH

I. INTRODUCTION

On July 17, 1973, a letter (see attached) was mailed out to all State Departments of Education by the Governor's Task Force. As of a cut-off date of September 11, 1973, forty responses had been received. In order to provide a concise picture of how other states are dealing with disruption, return correspondence is organized according to; relevant comments made on the subject; any referrals to other sources; special programs in the area of disruption; and the names and addresses of respondents. In some cases, cross-references are made to materials listed in the annotated bibliography.

For the most part, responses came directly from the State Departments of Education. However, when referrals were listed, follow-up letters were sent. Some individual school districts responded with program descriptions. Several of these descriptions came in the form of detailed handbooks. These are summarized by program, title, and description. Sufficiently brief materials are included in the appendix.

Governor's Task Force on Disruptive Youth
616 SOUTH DUVAL STREET • TALLAHASSEE, FLORIDA 32301
Phone: 224-2278 • 224-2358

July 17, 1973

Superintendent

Dear Superintendent _____:

We are presently involved in researching programs existing in the United States dealing with disruptive students and would appreciate your cooperation. We are interested in knowing what programs are currently in use in your state and receiving whatever information you could provide about each program. Your help will benefit us greatly and we, in turn, are willing to help you in whatever way we can.

Sincerely,

Stephen A. Rollin,
Director

II. RESPONSES BY STATE

ALABAMA:

Referral to:

Robert A. Boone - Director Continuous Learning Center
Mobile , Alabama

Youth Aid Program
Montgomery Police Department
Montgomery, Alabama

Respondent: LeRoy Brown
State Superintendent of Education
Department of Education
Montgomery, Alabama 36104

ALASKA:

ARIZONA:

Referral to:

Educational Directory
Staff Services Department
Department of Education
Phoenix, Arizona 85007

Comments: The Educational Directory is available for a handling fee of $2.00. It lists the addresses, telephone numbers, administrative staff, and the average daily attendance of all schools in the State

Respondent: William R. Raymond, Director
Planning and Evaluation
Department of Education
1535 W. Jefferson
Phoenix, Arizona 85007

ARKANSAS:

CALIFORNIA: (See Annotated Bibliography, pages 72A, 101A).

Comments: A Task Force on Conflict in the Schools was appointed some eight months ago. A report with recommendations to the State Board of Education, Fall, 1973. Implementation of the report is planned for the coming school year.

Respondent: Walter Coultas
Chief Deputy Superintendent
Department of Education
721 Capitol Mall
Sacramento, California 95814

COLORADO: (See Annotated Bibliography, page 69A).

Referral to: Colorado school districts that have developed programs dealing with disruptive students (see Appendix A).

Respondent: Richard Frost
Consultant, ESEA Title III
Development and Demonstration Services

School District 27J:

Program Title: Vocational Work-Study Program - An Alternative High School Program

Program Description: "An individualized learning environment is offered for the high school age student (male and female) who is not functioning in the conventional program. Cadidates might include students who are not achieving up to their full potential and who find it very difficult to conform to the usual school requirements and rules."

Respondent: Superintendent of Schools

School District 27J

Jefferson
County
Public Schools:

Program Title: Metro Youth Center

Program
Description: A cooperative program with other districts for secondary aged youth who have trouble in conventional classrooms

Program Title: Occupational Center

Program
Description: An area vocational high school, whose campus is shared with the local community college.

Respondent: Dwight W. Cool
Director Program Auditing
Jefferson County Public Schools
809 Quail Street
Lakewood, Colorado 80215

Colorado
Springs
Public Schools: Program Title: Educational Opportunity Program

Program
Description: "The Educational Opportunity Program is an alternative learning center designed for students that cannot or will not function in the traditional comprehensive high school. The program is characterized by: student assumption of responsibility for the learning process; emphasis on establishing student centered goals; flexible

rates of progress; and individualized instruction."

Respondent: Dick Robinson, Director
Educational Opportunity Program
730 Walnut Street
Colorado Springs, Colorado 80905

Mesa County
Valley School
District 51: Program
Title: Project R-5 "An Occupational Work Experience Program for Disadvantaged Secondary Youth, School Drop-outs, and Potential Drop-outs."

Program
Description: Major emphasis on experience oriented and job related programs; individualization and flexibility of curriculum; students progress at their own pace with considerable responsibility for self-initiated learning. One-half day is spent in class and one-half day on the job. Under separate building administration, there is less regimentation with fewer restrictions than the traditional high school.

Respondent: Anton E. Christoff, Ed.D.
Director of Secondary Education
Mesa County Valley School District No.51
Administrative Service Center
2115 Grand Avenue
Grand Junction, Colorado 81501

CONNECTICUT:

DELAWARE:

Comments: A task force has been organized to "study and make recommendations relative to students with special behavioral problems, disruptive students and alternative education opportunities." (Attempting to complete this study by the end of the '73-'74 school year.)

Respondent: Randall L. Broyles
Assistant State Superintendent
Department of Public Instruction
Dover, Delaware 19901

DISTRICT OF COLUMBIA:

Comments: Efforts are toward "mainstreaming"; Whenever possible, assistance is provided to local units in the form of School Board Teacher Program (see Appendix B). In severe cases older, Junior and Senior High students attend a special school for behaviorally problemed children, Morse Crisis Intervention Center (See Appendix C

(See Annotated Bibliography, pages 85A, 100A, and 106A).

Respondent: Dr. Doris A. Woodson
Public Schools of the District of Columbia
Magruder Administration No. 5
1619 M Street, N.W.
Washington, D.C.

FLORIDA:

Comments: no letter was sent to the Florida Superintendent of Education

GEORGIA:

Comments: Local boards have complete discretion in student conduct, attendance and expulsion (No State Board of Education policies in this area).

Respondent: J.N. Edwards
Assistant State Superintendent of Schools
State Office Building
Atlanta, Georgia 30334

HAWAII:

Comments: Hawaii's state programs directed toward reduction of alienation are coordinated under the Comprehensive School Alienation Program (CSAP) (Enclosed publication titled Compendium of Compensatory Activities which explains state efforts in the area of disruption).

Respondent: Shiro Amioka
Superintendent
Department of Education
P.O. Box 2360
Honolulu, Hawaii 96804

ILLINOIS:

Comments: The office of the State Superintendent attempts to keep students, faculty, and administrators informed of legal and constitutional rights and responsibilities of students and school officials. It is hoped that disruption will be avoided in this way.

(See Annotated Bibliography, pages 81A, 99A).

Respondent: Michael J. Bakalis
Superintendent of Public Instruction
Springfield, Illinois 62706

KANSAS:

Comments: Every school district is required to work out policies governing conduct procedures. It is the right of the Kansas State Board of Education to require such policies. This was just upheld by the Supreme Court in June. (See Appendix E).

(See Annotated Bibliography, pages 76A, 90A, and 104A).

Respondent: Marion Sorrell
Secretary to the Commissioner
Kansas State Department of Education
Kansas State Education Building
120 East 10th Street
Topeka, Kansas 66612

KENTUCKY:

LOUISANA:

MAINE: Comments: The percentage of disruptive students in schools in Maine is small. School Committees have the right to "expel any obstinately disobedient and disorderly scholar, after a proper investigation of his behavior, if found necessary for the peace and usefulness of the school; and restore him on satisfactory evidence of his repentance and amendment."

Respondent: Joseph J. Devitt
Assistant to the Commissioner
Department of Educational and Cultural Services
Augusta, Maine 04330

MARYLAND: Comments: Sending information at a later date

Respondent: Velma S. Jones
Specialist in Guidance
Maryland State Department of Education
P.O. Box 8717
Friendship International Airport
Baltimore, Maryland 21240

MASSACHUSETTS: Comments: There is no standard method of dealing with this problem. Every town is a separate entity. However, Massachusetts General Laws Relating to Education are clear regarding student rights. (See Appendix F). In a recent court case in Harwich Massachusetts, the judge ruled,"that the school had a definite obligation to all of its students and that a disruptive youth need not be kept in school."

Respondent: Martin Martinian, Senior Supervisor
Bureau of Student Services
The Commonwealth of Massachusetts
Department of Education
182 Tremont Street
Boston, Massachusetts 02111

Boston: Comments: Boston recently completed a study of disruptive students. In brief, a sub-committee, after conferring with those involved and affected by the problem on a day-to day basis, made the following recommendations:

A. Each School faced with the problem of disruptive students should:

1. Develop, distribute and explain to teachers and parents a clear-cut code of conduct for the school
2. Keep a detailed log of a student's "disruptive" behavior.
3. Identify and prevent, as early as possible, behavior which is classified as disruptive.
4. Develop programs which recognize the individual needs and abilities of students as a means of problem prevention.

Boston (cont'd.)

5. Establish a Case Concerence Team made up of parents, administrators, teachers, counselors and others with the expertise needed to evaluate problem students.
6. Delineate clearly the role of each person serving on the Case Conference Team.
7. Cooperate in every way possible to provide for the implementation of those programs recommended by the Case Conference Team including:
   a. the establishment of an "Adjustment" or "Crisis Room"
   b. the establishment of a "Second Chance" or "Opportunity Class"
   c. the establishment of alternative educational programs including the expansion of Flexible Campus and the development of a decentralized work-study program
   d. the establishment of a Department of Alternative Education Programs

B. Every effort should be made to solve a problem by making effective use of school department and community resources before consideration is given to transfer or expulsion.

Respondent: William J. Leary
Superintendent of Boston Public Schools

MICHIGAN:
(See Annotated Bibliography, page 103A).

MINNESOTA: Program

Title: Minnesota Youth Advocate Program

Program

Description: A youth advocate is a specially trained teacher, social worker, or counselor whose role in the school is to aid delinquent youth in the transition from correctional institution to public schools. Each advocate is assigned to a "home-base" school and functions as a full-time member of that staff. Role activities of the advocates include visiting the delinquent youth in the institution, encouraging youth to include school attendance as part of his/her post release plans, coordinating the academic planning for the youth, offering counseling and emotional support; aiding the returnee in his/her dealings with adults and social agencies, and helping the returnee find educational and vocational opportunities.
The Advocacy Corps is supported from funds administered by the State Department of Education and the Governor's Commission on Crime Prevention and Control.

Respondent: Mr. Charles MacDonald, Director
Youth Advocate Program
Division of Planning and Development
State Department of Education
Capitol Square Building
St. Paul, Minnesota 55101

MISSISSIPPI: Comments: "This office is not aware of any program in Mississippi dealing with disruptive students."

Respondent: Wallace W. Merrill, Assistant Director
Division of Instruction

Department of Education
P.O. Box 771
Jackson, Mississippi 39205

MISSOURI: Comments: Three school districts have programs dealing with disruptive students. Considerable emphasis is placed upon the rehabilitation of these students by segregating them in separate attendance centers with teachers who have been especially trained to deal with this type of student.

Referrals: Dr. Robert C. Shaw
Superintendent of Schools
Columbia Public Schools
1002 Range Line
Columbia, Missouri 65201

Dr. Clyde C. Miller
Superintendent of Schools
St. Louis City Public Schools
911 Locust Street
St. Louis, Missouri 63101

Dr. Robert Medcalf
Superintendent of Schools
Kansas City Public Schools
1211 McGee Street
Kansas City, Missouri 64106

Respondent: Kent G. Barber, Director
School Laws
State Department of Education
Division of Public Schools
Jefferson Building
P.O. Box 480
Jefferson City, Missouri 65101

MONTANA: Comments: No special programs in the state dealing with disruptive students or research concerning such activities

Respondent: Ralph G. Hay
Executive Assistant
State of Montana
Public Instruction
Helena, Montana 59601

NEBRASKA: Comments: Two programs in the state dealing with disruption

Referrals: Dr. Eldon Heskett
Director of Student Services
Lincoln Public Schools
720 South 22 Street
Lincoln, Nebraska

Dr. Rene A. Hlavac
Assistant Superintendent
Pupil Personnel Services
Omaha Public Schools
3819 Jones Street
Omaha, Nebraska

Respondent: Ms. Beverly J. Demarest
Secretary to Cecil E. Stanley
Commissioner of Education
233 South 10th Street
Lincoln, Nebraska 68508

NEVADA: (See Annotated Bibliography, page 99A). Comments: A Nevada State Department of Education Committee of Student Unrest published "Anatomy on Dissent." The purpose was dissemination to schools to help them cope with disruptive student activities. The

major issues addressed in this publication are:
Causes of unrest in Nevada schools
Indicators of Potential Student Unrest
Strategies to avoid student unrest
Pre-emergency planning and emergency procedures

Respondent: James H. Menath
Director, Support Services
Department of Education
Carson City Nevada 89701

NEW HAMPSHIRE:

NEW JERSEY: Comments: requests a "more precise" definition of disruptive youth
(See Annotated Bibliography, page 104A).

Respondent: Susan Kinsey
Administrative Assistant
Division of Curriculum and Instruction
Department of Education
225 West State Street
P.O. Box 2019
Trenton, New Jersey 08625

NEW MEXICO: Comments: Not aware of special programs. State Board of Education has adopted Rights and Responsibilities of Public Schools. (Document was enclosed in correspondence).

Respondent: Frank Ready, Director
Elementary and Secondary Education
State of New Mexico
Department of Education
Education Building
Santa Fe, New Mexico 87501

NEW YORK:
(See Annotated Bibliography, pages 74A,80A,90A,91A,95A,101A,105A).

NORTH CAROLINA: Comments: Completed a study two years ago on disruptive students and student unrest. From this study a handbook was developed to be used as a guide in a state-wide effort to deal with the problem. The most outstanding programs are in New Hanover County Schools and Greensboro City Schools.

Respondent: Dudley E. Flood
Assistant Superintendent of Public Instruction
State of North Carolina
Raleigh, North Carolina 27602

New Hanover County Schools: Comments: Several projects have been undertaken in New Hanover County which appear to be effective in resolving potentially disruptive situations. Chief among these are:

1. Special Guidance Work with Suspended Students: every suspended student is counseled before he returns to school. In addition, a "school-away-from-school" is provided in appropriate cases.
2. Night High School: A night high school serves each senior high school campus. This program seems very helpful in resolving the frustrations of students who for one of many reasons need to attend school during the evening hours.
3. Policies, Rules and Procedures Relative to student conduct are delineated in a uniform handbook posted in every county school
4. Law enforcement agents have been utilized on several campuses.

Respondent: Heyward C. Bellamy
Superintendent
New Hanover County Schools
Wilmington, North Carolina

Greensboro City Schools:

Comments: Approach to working with students is "through active participation and involvement in matters that affect them."

Program Description: In anticipation of student adjustments resulting from desegregation, a special program was created. The position of Director of Student Affiars was established. One additional principal at the four senior high schools was given primary responsibility in the area of student affairs.

The Assistant Principal for Student Affairs has the responsibility for "coordinating & developing those aspects of local school administration which are primarily related to student activities and business affairs."

The major responsibilities of the Director of Student Affairs is to work primarily with students, teachers, and administrators to establish programs which promote better understanding, especially among different ethnic groups

Student Affairs Committees composed of junior and senior high students, teachers & principals were organized prior to 1971-72.

Their task was to formulate new guidelines for student activities. The establishment of student committees with biracial representation was encouraged in each secondary school. Two Safety Counselors (one Black and one White) were employed at the senior high level in an attempt to prevent confrontations with outsiders and provide overall school supervision.

Greensboro Public Schools have been relatively free of any major disruption for the past two years.

Respondent: Melvin C. Swann, Jr.
Director of Student Affairs
Greensboro Public Schools
Drawer V
Greensboro, N.C. 27402

NORTH DAKOTA: (See Annotated Bibliography, page 79A).

Comments: North Dakota does not have an overall general problem in this area to warrant developing state student codes or policies. Statutes indicate that in specific disciplinary situations school boards and/or teachers may suspend or expel.

Referrals: Mr. Ed Raymond, Principal
South High School
Fargo, N.D. 58102

Mr. Leonard E. Anderson, Principal
Minot High School
Minot, N.D. 58701

Mr. Everett C. Knudsvig, Principal
Red River High School
Grand Forks, N.D. 58201

Mr. Delvin Easton, Principal
Williston High School
Williston, N.D. 58801

Respondent: Richard K. Klein
Assistant Superintendent
Department of Public Instruction
Bismarck, North Dakota 58501

Grand Forks
Public Schools:Comments: There are three different learning patterns for students to gain high school diplomas: a Vocational Core Program, structured classes, and flexibly scheduled classes that meet in large and small groups with a great deal of independent study.

Sophomore conferences, including the parents are held on an individual basis during the course of the summer prior to entrance to Red River High School. At this time, the students' records and their future plans are discussed, as well as any difficulties that he has experienced in prior schooling.

OHIO:
(See Annotated Bibliography,pages 70A,83A).

OKLAHOMA: Program
(See Annotated Title: "Community Services Coordination in
Bibliography, Elementary Schools"
pages 87A,94A-95A).

Program
Description: "The purpose of this program which has been going on for three years (1970-72) was to provide for the development of a process for maximizing the delivery of community services to meet the needs of problem-ridden children in the elementary schools with a view to reducing their potential for becoming delinquent. It was envisioned that such a program of services would be incorporated in a comprehensive statewide plan for the State of Oklahoma currently being developed under the Juvenile Delinquency Prevention and Control Act of 1968.

The objectives of the program were to:

1) increase sensitivity, awareness, and skills of teachers of elementary school children in the detection and proper referral of children whose problems require special attention.
2) Provide consultation and support to elementary school teachers in working with problem-ridden children during the early years of their school participation.
3) Provide a referral resource with the time and capability for identifying problems of children exhibiting behavioral difficulties in their early school years
4) Provide a resource for coordinating and developing community services, bringing them to bear on problems affecting the academic and social growth of children during their early school years.

The Community Services Project is a delinquency prevention program focused on children in the primary grades. Three state agencies--the State Department of Education, the State Department of Mental Health, and the State Department of Institutions, Social, and Rehabilitative Services (DISRS) cooperate in the planning and implementation of the project.

A service coordinator, who is an employee of the DISRS, was assigned full time to each of six schools and serves as a referral resource for children identified by their teachers as having problems affecting their academic or social functioning. The service coordinator, acting on the recommendation of a service committee at the school, helps the parents and child utilize the services of the appropriate community agency. If no resource exists, the service coordinator works with existing groups and agencies to develop one.

The program has functioned very well for three years."

Referrals: Dr. Maurice Walraven
Administrator Special Education
State Department of Education
4545 N. Lincoln, Suite 269
Oklahoma City, Oklahoma 73105

Mr. Pat McGuire, Administrator
Narcotic and Drug Education
State Department of Education
4545 N. Lincoln, Suite 255

Oklahoma City, Oklahoma 73105

Mr. Blan Sandlin, Administrator
Guidance and Counselling
State Department of Education
State Capitol Building
Oklahoma City, Oklahoma 73105

Mr. Grover Bratcher, Administrator
Innovative Programs Section
State Department of Education
State Capitol Building
Oklahoma City, Oklahoma 73105

Respondent: Keith Stone
Social Studies Specialist
State Department of Education
4545 N. Lincoln, Suite 164
Oklahoma City, Oklahoma 73105

OREGON:
(See Annotated Bibliography, pages 73A,86A,94A).

PENNSYLVANIA: Comments:
(See Annotated Bibliography, pages 81A,82A,97A).

In the area of delinquency, the Department of Education plans to take over supervision of educational programs in state institutions for delinquent children beginning July 1, 1974. New state regulations will provide state funds amounting to 50% of the operational budget for approximately 15 private delinquent and 75 private, neglected institutions. The State Department will eventually provide some supervision in these areas.

Program development is left to the discretion of individual school districts. (See Appendix G for description of 3 ESEA

Title III Projects).

Respondent: William D. Mader
Coordinator, Neglected/Delinquent
Division of Program Planning and
Development
Bureau of Planning and Evaluation
Commonwealth of Pennsylvania
Box 911
Harrisburg, Pennsylvania 17126

RHODE ISLAND:

SOUTH CAROLINA:

Comments: The State Department of Education does not have any special program. (See referrals for those school districts with programs).

Referrals: Dr. Alton C. Crews, Superintendent
The Center
Box 2218
Charleston, South Carolina 29403

Dr. J. Floyd Hall, Superintendent
420 N. Pleasantburg Drive
Greenville, South Carolina 29606

Dr. Brandon B. Sparkman, Superintendent
1616 Richland Street
Columbia, South Carolina 29201

Mr. Jeff B. Savage, Jr., Superintendent
Drawer 10072
Rock Hill, South Carolina 29730

Respondent: Calvin R. Burleson, Supervisor
Secondary Education
Section
State Department of Education
Columbia, South Carolina 29201

Charleston County Public Schools:

Program Title: "Communication Network"

Program Description: Semi-structured rap sessions are held where students can speak frankly and openly regarding concerns. Identified concerns frequently are categorized and called to the attention of local school administration. Task forces are appointed to deal with them.

Rock Hill School District No. 3:

Comments: The three programs for disruptive students have had much success.

Program Descriptions: Social Admustment Class: One class is located at each junior high (grades 7-9). Students are referred to the class in cases of minor offenses for which they are suspended. The purpose of this class is to keep students in school who would otherwise have been suspended. An attempt is made to make the class so unpopular that students will not wish to return. The student is totally isolated from the rest of the school and denied all student privileges. Supervision of the class is the principal's responsibility. A

"Social-Adjustment" teacher is on duty to help students with assignments and to be responsible for and responsive to the students placed in the class.

Tutorial Class: Students who have been suspended or expelled are referred to this class. Instruction is based on the child's level. When the instructor decides that the student has adjusted and progressed satisfactorily, he recommends a return to the regular classroom.

Change of Schools: In many cases the Juvenile Court requests a change of schools so that students are moved away from friends who may influence their behavior.

SOUTH DAKOTA:

TENNESSEE: (See Annotated Bibliography, page 88A).

Comments: Only one such program located in Metropolitan Davidson County.

Respondent: Charles C. Sams, Director
Administrative Assistant
Field Services and Resources
Department of Education
Division of Instruction
135 Cordell Hull Building
Nashville, Tennessee, 37219

Metropolitan Public Schools:

Comments: A program called "Control Learning Center" was a direct outgrowth of work done by a Task Force on Discipline in Metropolitan Nashville Public Schools

Program Description: The Central Learning Center is a short-term intervention project with emphasis on close liason with six cooperating schools. The program is designed to provide a learning situation for students while also providing assistance regarding attitude and behavior. It provides an alternative educational experience for students who are unable to succeed or adjust in the regular classroom. Short-term _ Program for short term students would include a) adjustment counseling, b) diagnosis and prescription, c) follow-up in home, school. Long-term: Program for long-term students would include a) adjustment counseling, b) diagnosis and prescription, c) basic skills assistance, d) satellite programming in work programs, volunteer programs, etc.

Respondent: James A. Burns, Administrative Assistant
Metropolitan Public Schools
2601 Bransford Avenue
Nashville, Tennessee 37204

TEXAS:

Comments: During the 1971-72 school year, 497 units for teachers of emotionally disturbed were allocated to school districts in Texas. 8,181 pupils were served in school room, hospital, community center and homebound programs for the emotionally disturbed.

Respondent: Roland H. Ludtke, Director
Division of Special Education
Administration
Texas Education Agency
201 East Eleventh Street
Austin, Texas 78701

UTAH: Comments: The Utah Education Association recently initiated and conducted a conference on disruptive behavior of students. UEA will send follow-up materials.

Respondent: Walter D. Talbot, State Superintendent
of Public Instruction
Utah State Board of Education
1400 University Club Building
136 E. South Temple Street
Salt Lake City, Utah 84111

VERMONT:

VIRGINIA: Comments: A Juvenile Delinquency Task Force composed of representatives from several state agencies was constituted to study this problem. (See Appendix H for "Action Projects Designed to Combat Juvenile Delinquency".)

Respondent: Robert B. Jewell
Supervisor of Junior High Schools
State Board of Education
Richmond, Virginia 23216

WASHINGTON: Comments: The State Board of Education regulations, " have the force and effect of law, and local programs touching the usual problems of discipline, suspension and expulsion

must be in conformity with the state's regulations."

Respondent: Llewellyn O. Griffith, Consultant
Administrative Services
Department of Public Instruction
Old Capitol Building
Olympia, Washington 98504

WEST VIRGINIA: Referrals: Dr. Kenneth E. Underwood, Superintendent
Kanawha County Schools
200 Elizabeth Street
Charleston, W.Va. 25305

Mr. Paul Rothrock, Superintendent
Hancock County Schools
New Cumberland, W. Va. 26047

Mr. Willis Hertig, Superintendent
Cabell County Schools
Huntington, W. Va. 25709

Respondent: Robert H. Kidd, Assistant Director of
Secondary Schools
Department of Education
Charleston, West Virginia 25305

WISCONSIN:
(See Annotated Bibliography, pages 68A,69A,76A,78A).

WYOMING: Comments: Wyoming has not had to develop formal programs in the area of student disruption. Current efforts involve maintaining effective lines of communication between students and administrators; individual cases are handled by local districts.

Respondent: Frederick B. Greene
Administrative Assistant to the
State Superintendent
Department of Education
Cheyenne, Wyoming

APPENDIX

APPENDIX A

Colorado School Districts with Programs
for
Disruptive Students

Denver School District I	Dr. Louis Kishkunas, Superintendent 414 - 14th Street Denver, Colorado 80202
El Paso County School District II	Mr. Thomas B. Doherty, Superintendent 1115 North El Paso Street Colorado Springs, Colorado 80903
Arapahoe County School District 28J	Dr. Urban J.D. Leavitt, Superintendent 1085 Peoria Street Aurora, Colorado 80010
Jefferson County School District R-1	Dr. Alton W. Cowan, Superintendent P.O. Box 15128 Denver, Colorado 80215
Larimer County School District R-1	Mr. Don L. Webber, Superintendent 2407 La Porte Avenue Fort Collins, Colorado 80521
Weld County School District 6.	Mr. William Mitchell, Superintendent 811 - 15th Street Greeley, Colorado 80631
Adams County School District 27J	Mr. Will Hawkins, Superintendent 630 South 8th Avenue Brighton, Colorado 80601

East Otero County School District R1	Mr. Stanton L. Roberts Superintendent P.O.Box 439 La Junta, Colorado 81050
Arapahoe County School District 5	Dr. Richard P. Keoppe Superintendent 4700 South Yosemite Street Englewood, Colorado 80110
Adams County School District 14	Dr. Raymond A. McGuire Superintendent 4720 East 69th Avenue Commerce City, Colorado 80022
Boulder County School District Re2(J)	Dr. Barnard Ryan Superintendent P.O. Box 11 Boulder, Colorado 80302
Mesa County School District 51	Dr. Donald L. Oglesby Superintendent 2115 Grand Avenue Grand Junction, Colorado 81501
Arapahoe County School District 1	Mr. Donald W. Harper Superintendent 4101 South Bannock Street Englewood, Colorado 80110
Arapahoe County School District 2	Mr. Leo F. Davey Superintendent P.O.Box 1198 Englewood, Colorado 80110

APPENDIX B

District of Columbia School Board Teacher Program

School Based Special Educational Services

Program Level: II

Purpose: To serve as a school based preventative agent in those educational practices which result in children being extruded from the mainstream.

Objectives: To provide supportive and intervention educational assistance to students perceived to have special needs.

To give on-going consultative service to regular classroom teachers in programming for children perceived to have special needs.

To eliminate the emphasis on placement according to categorical label or etiology of disability.

To serve as a channel through which pass referrals for other Special Education services and other resource departments and agencies within and outside of the school system; included is the objective of maintaining and increasing communication between and among departments and agencies delivering differential services to the individual child with special needs in the context of his regular school placement.

Target Group of Pupils: Any student who meets criteria of the Department of Special Education according to assessment by Pupil Personnel Services.

Any identified exceptional student in the regular class who needs supportive special education services because of mild to moderate physical, academic, or behavioral disabilities.

Any student who because of temporary situational conditions in his life exhibits learning and/or behavior problems in his regular classroom.

Criteria for Pupil Services: Identified students with special learning needs whose educational needs cannot be totally met in a regular classroom without supportive and intervention service.

Number of Pupils Served: Approximately fifteen hundred students on the elementary level and one thousand students on the secondary level.

Program Operation: Elementary- students assigned to a regular classroom will receive individualized educational intervention from the School Based Special Education member according to their particular needs.

Individualized instruction may range from thirty minutes a day for help in a specific area to a half-day service covering a variety of academic and behavioral areas.

At the Secondary level the school based services will consist of two specialists, working together as a team to provide for prevention, intervention, assessment and follow-up of suggested teaching-learning methods and materials for regular classroom teachers.

This team will work closely with the regular classroom teachers as well as directly with the students in order to improve the total school milieu.

The Special Education Department will provide appropriate on-going staff development experiences for its staff members and other school personnel.

PROGRAM ADMINISTRATION AND SUPERVISION: To come directly from the Department of Special Education working cooperatively with local school personnel.

FUTURE DIRECTION OF PROGRAM: The programs, procedures and policies described in this report are being implemented for the first time on September 25, 1972.

During the 1972-73 school year assessment of the efficiency of the school based programs will be on-going. On the basis of evaluation data gathered during this year future directions will be determined.

PROGRAM LOCATION: Programs will be placed in every elementary and junior high school having a population of children identified and perceived as having special learning needs in the regular classroom.

APPENDIX C

District of Columbia Morse Crisis Intervention Center

PROGRAM TITLE: Morse Crisis Intervention Center

PROGRAM LEVEL: VII

PURPOSE: Morse will provide a temporary intervention program for junior high school students who experience difficulty in the regular classroom environment because of behavioral problems and whose teachers are unable to provide an appropriate educational program.

OBJECTIVES: To provide a per semester intervention program for boys and girls who exhibit behavioral problems severe enough to cause management difficulties in the regular school setting.

To provide an individualized program of behavior management and self-discipline through achievement motivation.

To provide a program of intervention, transition, and follow-up for those students enrolled at Morse.

TARGET GROUP OF PUPILS: Identified behaviorally problemed junior high school students in the 8th or 9th grade who present management difficulties at the local school.

CRITERIA FOR PUPIL SERVICE: Identification by the Department of Pupil Personnel Services in the junior high school.

School history of aggressive or unacceptable school behavior.

Evidence that sending school has exhausted available resources at the local school level.

Students are recommended by the Department of Pupil Personnel Services as needing a detailed behavior management and adjustment environment for a limited amount of time. Placement services, Department of Special Education, reviews assessment information and arranges an evaluation and placement conference. Students accaptable to the program are sent to Morse on a semester basis.

NUMBER OF PUPILS SERVED: A maximum of 60 students during any given semester

PROGRAM OPERATION: Morse will offer a per semester intervention program. Students will be organized on the group management structure. That is, groups will be formed for both academic and non-academic activities as reflected in achievement, sociometric and other information gathered. Individualized behavior modification and guided group interaction will form the behavioral change and management program for the students. Since this is essentially a semester school, programmed materials and individual achievement motivation plans will be used extensively. Specific attention will be given to planning for the evaluation and return of students to the regular educational environment.

PROGRAM ADMINISTRATION & SUPERVISION: An assistant principal.

A resource teacher.

Support from specialty supervisors.

FUTURE DIRECTION OF THE PROGRAM: It is desirable that local schools develop successful behavior management techniques. Therefore, emphasis will be placed on the implementation of a concept " teachers for training teachers." The staff at Morse will work cooperatively with local school personnel, i.e., teachers, principals, counselors to develop skills in pupil management at the local school

PROGRAM LOCATION: Morse School, 430 R Street, N.W.

PERSONNEL BREAKDOWN:
Assistant Principal
Classroom Teachers (9)
Counselor
Social Worker
Administrative Aide

COST OF PROGRAM: $172,531.

APPENDIX D

State of Iowa
Department of Public Instruction
Adult Education Programs Unit
Grimes State Office Building
Des Moines, Iowa 50319

DIRECTORS OF ADULT EDUCATION - AREA SCHOOLS

Area			
I	Gene Gardner	Northeast Iowa Area Voc-Tech School Box 400 Calmar, Iowa 52132	319-562-3263
II	William McKeown	North Iowa Area Community College 500 College Drive Mason City, Iowa 50401	515-423-1264
III	Milt Nolting	Iowa Lakes Community College 20 South 17th St. Estherville, Iowa 51334	712-362-5771
IV	Clarence Martin	Northwest Iowa Voc. School Highway 18, West Sheldon, Iowa 51201	712-324-2587
V	Larry Warford	Iowa Central Community College 330 Avenue M Fort Dodge, Iowa 50501	515-576-7201

VI	Conrad Dejardin	Iowa Valley Comm. College Dist. 22 West Main, Box 536 Marshalltown, Iowa 50158	515-752-4643
VII	George Bennett	Hawkeye Institute of Technology 1501 East Orange Rd. Box 8015 Waterloo, Iowa 50704	319-296-2320
IX	Richard Schultz	Eastern Iowa Comm. College Dist. 3546 Brady Street Davenport, Iowa 52806	319-323-1828
	George Glenn	Clinton Comm. College 1000 Lincoln Boulevard Clinton, Iowa 52732	319-242-6841
	Jim Becker	Muscatine Comm. College 152 Colorado Street Muscatine, Iowa 52761	319-263-8250
	Ron Holmes	Scott Community College 617 Brady Street Davenport, Iowa 52803	319-324-3213
X	Gay Dahn	Kirkwood Community College 6301 Kirkwood Blvd. P.O. Box 2068 Cedar Rapids, Iowa 52406	319-398-5411
XI	Nick Bellizzi	Des Moines Area Comm. College 2006 Ankeny Blvd. Ankeny, Iowa 50021	515-964-0651

XII	Dr. Robert Rice	Western Iowa Tech 3075 Floyd Blvd. Sioux City, Iowa 51105	712-239-2622
XIII	James Hamilton	Iowa Western Community College 2700 College Road Council Bluffs, Iowa 51501	712-328-3831
XIV	Leonard Kuhre	Southwestern Community College 1501 Townline St. P.O.Box 458 Creston, Iowa 50801	515-782-7081
XV	Edwin Green	Indian Hills Community College 9th and College Ottumwa Industrial Airport Ottumwa, Iowa 52501	515-682-8081
XVI	Lowell Hewitt	Southeastern Community College Drawer F, Highway 406 West Burlington, Iowa 52655	319-752-2731

APPENDIX E

Kansas

Article 15. -- School Conduct Rules

91-15-1 Rules governing employees' and students' conduct. The boards of education of every unified school district and boards of control of every area vocational-technical school in Kansas shall adopt rules which: (a) govern the conduct of all persons employed by or attending such institutions, and (b) provide specific procedures for their enforcement.

Each governing body shall submit such rules to its legal counsel for review to assure compliance with city ordinances, statutory and constitutional requirements.

After the adoption of such rules, copies thereof and the approval of the board's legal counsel shall be filed with the State Commissioner of Education no later than March 31, 1970; and in subsequent years any amendments thereof with legal counsel's approval shall be filed with said commissioner immediately after adoption. (Authorized by K.S.A. 1968 Supp. 72-7513 (b) and K.S.A. 1968 Supp. 72-7514; effective October 15, 1969; amended December 22, 1969.)

APPENDIX F

Massachusetts General Laws Relating to Education

Chapter 76, section 16 states:

> "The parent, guardian or custodian of a child refused admission to or excluded from the public schools shall on application be furnished by the school committee with a written statement of the reasons therefor, and thereafter, if the refusal to admit or exclusion was unlawful, such child may recover from the town in tort, and may examine any member of the committee or any other officer of the town, upon interrogatories."

Chapter 76, section 17 states:

> "A school committee shall not permanently exclude a pupil from the public schools for alleged misconduct without first giving him and his parent or guardian an opportunity to be heard."

APPENDIX G

Pennsylvania ESEA Title III Programs

"ESEA Title III funds have been used to operate three projects that might be classified as working with disruptive students. Please see the attached sheet for the complete name, address and telephone number of the contact persons:

PROJECT 72012 - Luzerne County Intermediate Unit

The Luzerne County IU has conducted several comparison curriculum studies and additional work concerning children in neglected and delinquent institutions.

PROJECT 71055 - Philadelphia City School District

The objective of this project is to provide disruptive students in grades 9.10,11 and 12 with an opportunity to search out, identify with and develop applicable rational which will help him adjust to the mainstream.

PROJECT 72042 - Chester County Intermediate Unit

The Chester County IU has operated career exploration programs for students in low-achievement (potentially disruptive) in selected schools in that IU.

Contact Dr. Raymond Bell, Lehigh University, concerning the Social Restoration Program. This program, which is functioning at the Master's Degree level, is training teachers to work in high schools, junior high schools and correctional institutions with the so

called disruptive student."

Names and Addresses of Aforementioned Projects:

PROJECT 72012 - Luzerne County Intermediate Unit

Mr. Joseph A. Skok
Project Director
Luzerne County IU
368 Tioga Avenue
Kingston, Pa. 18704
(717) 824-9824

PROJECT 71055 - Philadelphia City School District

Mr. Thomas C. Rosica
Federal Programs Office
Philadelphia City SD
21st Street at Parkway
Philadelphia, Pa. 19103
(215) 448-3441

PROJECT 72042 - Chester County Intermediate Unit

Mr. Barry Sipes
Project Director
Chester County IU
Paul B. Dague Building
Market & New Streets
West Chester, Pa. 19380
(215) 692-2660

APPENDIX H

Virginia

State Department of Education

Action Projects Designed to Combat Juvenile Delinquency

A. State Department of Education

PROJECT OR ACTIVITY TITLE
Drugs and Drug Abuse
Virginia High School Drop-Outs 1969-1970 Grades 8-12
Shoplifting - Instructional Activities For Its Prevention

B. Local School Division

SCHOOL DIVISION	PROJECT OR ACTIVITY TITLE
Arlington County	School Probation Counselor Program
	Community Resource Officer
	Disruptive Student Program
Campbell County	Federal Emergency Action Act
Fairfax County	Drug Education and Counseling Service
	Youth and the Law
Prince William County	Work Program
Roanoke County	Junior Deputy
Alexandria City	Police Community Relations Program
	Crimes and Justice in Urban Law

SCHOOL DIVISION	PROJECT OR ACTIVITY TITLE
Bristol City	Drug Education
Falls Church City	Educational Resource Center and Resource Teacher Station
Hampton City	Shoplifting Prevention
Martinsville City	Juvenile Offenders Work Force
Norfolk City	Student School Board
Portsmouth City	Court-School Liaison
Roanoke City	Youth Haven

FLORIDA BOARD OF EDUCATION POLICIES RELATING TO DISRUPTION

Chapter 11
B-52 through B-52.9

B - 52-- Safety of Students and Teachers

B-52.6 Chapter 231.07, Laws of Florida provides that any person who upbraids, abuses or insults any member of the instructional staff on school property or in the presence of the pupils at a school activity, or any person not otherwise subject to the rules and regulations of the school who creates a disturbance on the property or grounds of any school, who commits any act that interrupts the orderly conduct of a school or any activity thereof shall be guilty of a misdemeanor. This section shall not apply to any pupil in or subject to the discipline of a school.

B-52.7 Subject to law and rules and regulations of the state board and of the School Board, each pupil enrolled in a school shall, during the time he is being transported to or from school at public expense, during the time he is attending school, and during the time he is on the school premises, be under the control and direction of the principal or teacher in charge of the school, and under the immediate control and direction of the teacher or other member of the instructional staff or of the bus driver to whom such responsibility may be assigned by the principal. However, the state board or the district School Board may, by rules and regulations, subject each pupil to the control and direction of the principal or teacher in charge of the school during the time he is otherwise enroute to or from school or is presumed by law to be attending school.

B-52.8 Chapter 232.26, Laws of Florida, provides that, subject to law and rules and regulations of the state board and of the School Board, the principal or teacher in charge of a school may delegate to any teacher or other member of the instructional staff or to any bus driver transporting pupils of the school such responsibility for the control and direction of the pupils as he may consider desirable. The principal may suspend a pupil for willful disobedience, for open defiance of authority of a member of his staff, for use of profane or obscene language, for other serious misconduct, and for repeated misconduct of a less serious nature; provided, that each such suspension with the reasons therefor shall be reported immediately in writing to the parent and to the superintendent; and provided, further, that no one suspension shall be for more than ten days and that no suspension shall be made a dismissal unless so ordered by the School Board in a resolution adopted and spread upon its minutes. He may suspend any pupil transported to or from school at the public expense from the privilege of riding on a school bus for a period of ten days, or until such suspension is modified or made a dismissal by the School Board, giving immediate notice in writing to the Superintendent and to the parent as provided above.

B-52.9 Each teacher or other member of the staff of any school shall assume such authority for the control of pupils as may be assigned to him by the principal and shall keep good order in the classroom and in other places in which he is assigned to be in charge of pupils. Corporal punishment shall be administered only by the principal of the school or a person within the school designated by the principal (example: dean of boys, dean of girls) or by a teacher in the presence of the principal. In no case shall punishment be cruel or inhuman.

B-52.10 Chapter 232.41, Laws of Florida, provides that the school board of each district shall have full power and authority to enforce the provisions for carrying out the provisions of this law. School boards are hereby required to enforce the provisions of this law by suspending or, if necessary, expelling any pupil in any elementary or secondary school who refuses or neglects to observe these provisions.

B-52.11 A teacher having a serious problem with a student may refer him to the office. The teacher shall provide the office with all necessary information on the student's behavioral problem. The responsible school administrator shall confer with the student or arrange a conference with school specialists and parents to cause student behavioral adjustments to occur. If a psychological study is necessary, the teacher shall have the results available for reference.

B-52.12 Following such a conference one of several courses of action shall be taken:

B-52.13 The student shall be returned to the class with the understanding that he will correct his behavior.

B-52.14 Depending upon the seriousness of the infraction, the student may be returned to class while his case is being referred to an administrator or special services.

B-52.15 In the event teachers who instruct or work with the student recommend suspension or expulsion and the administrator disagrees, the teacher may file a grievance on the appropriate form.

B-52.16 The principal may notify the police if a student is extorting money or articles, possess narcotics, commits or attempts arson, makes a false report of fire or bombs, uses or possess alcoholic beverages, engages in serious theft or vandalism or possess and/or sells fireworks. Violations of this nature shall be grounds for suspension and/or expulsion.

B-52.17 Teachers may refer a student to the office for profanity, obscenity, fighting, gambling, class skips, deliberate and open defiance of authority, inciting others to violence or disobedience, possession of pornographic literature, petty theft or vandalism. Infranctions of this nature shall be grounds for suspension and/or expulsion.

B-52.18 Suspension may result from any persistent disobedience that interferes with the well-being of other students or that prevents the teacher from carrying on normal class activities.

B-52.19 An elementary student who physically assaults a teacher may be suspended and/or expelled.

B-52.20 When a secondary principal determines that a student has physically assaulted a teacher, the student shall be suspended and/or recommended for expulsion.

B-52.21 A continuous record of student discipline cases shall be maintained in a place available for staff use.

C-63.5 Any pupil who violates this rule shall be reported by his principal to the Superintendent and shall be subject to suspension or expulsion from the public schools of this county. Nothing contained within these regulations shall be taken or construed as preventing any pupil from affiliating with or participating in the activities of the Boy Scouts of America, The Girl Scours, the Order of DeMolay, the Children of American Revolution, Children of the Confederacy, and the Sons of the American Legion.

H-37-- Suspension of Bus Privileges

Pupils who abuse the privilege of riding a school bus may be denied these privileges, for a period not to exceed 10 days, by the principal concerned. He is to report such suspensions in writing to the parents, Assistant Superintendent for Administration, and Director of Transportation. The Superintendent may extend suspension for a period longer than 10 days when there is no regularly scheduled School Board meeting during the initial 10 day suspension period, provided that a recommendation is to be made to the School Board for an extended period of suspension. The recommendation for an extended period of suspension from riding a school bus shall be made at the next regularly scheduled meeting of the School Board following initial suspension of the pupil. The School Board must approve suspensions which extend beyond 10 days or beyond the next regularly scheduled School Board meeting, which ever is longer.

ANNOTATED BIBLIOGRAPHY

ON

DISRUPTIVE YOUTH

Florida Governor's Task Force

on

Disruptive Youth

Introduction

There is a voluminous amount of reference material available in the area of student disruption. The Florida Educational Research and Information Center was able to locate approximately 1600 abstracts of related materials. Of these 1600 abstracts, 50 have been chosen for inclusion in this annotated bibliography. These were chosen on the basis of recency of publication, relevancy to the Task Force, and representation of the variety of approaches being taken in this area. Abstracts are arranged in the following manner:

I. Prevention, Identification and Assessment (10)

II. Program Development (25)

III. Research (5)

IV. Related Readings (5)

V. Legal Issues (5)

ANNOTATED BIBLIOGRAPHY ON DISRUPTIVE YOUTH

(Compiled in cooperation with:
Florida Educational Research and Information Center).

I. PREVENTION, IDENTIFICATION AND ASSESSMENT

Feldhusen, John F.; and others. PREDICTION OF SOCIAL ADJUSTMENT OVER AN EIGHT YEAR PERIOD.: CORRELATES AND LONG-RANGE IMPLICATIONS OF CLASSROOM AGGRESSION.: PREDICTION OF ACADEMIC ACHIEVEMENT OF CHILDREN WHO DISPLAY AGGRESSIVE-DISRUPTIVE CLASSROOM BEHAVIOR. Lafayette, Inidana: Purdue University; Eau Claire, Wisconsin: Wisconsin State University, February, 1971. 44p. (Ed 047 334)

These papers focus on early identification, by classroom teachers, of children who, without planned intervention, are likely to eventually display poor social adjustment, low academic achievement, and/or delinquency. The research indicates that there are valid predictors of these outcomes. Classroom teachers of selected elementary grades nominated for study, aggressive/disruptive children and socially acceptable/productive children. Random samples were drawn. For all the studies, preidctors were found for later social adjustment: (1)classroom behavior traits, (2)arithmetic achievement, (3)response to a sentence completion test, (4)a child's parents' marital relationship, and (5)maternal discipline. Significant factors were also found for academic achievement: (1)teacher ratings of social adjustment, (2)I.Q., (3)sex, (4)scores on a behavioral

problems checklist, (5)parent's education level, and (6) classroom behavior.

Gloeckler, Theodore L.B.; and others. PROJECT EVALUATION; THE EDUCATIONAL DIAGNOSTIC AND PLANNING CENTER. Cheyenne, Wyoming: Educational Diagnostic and Planning Center; Fort Collins, Colorado: Rocky Mountain Behavioral Science Institute, Inc., 1968. 158 p. (ED 037 868)

Project goals of the educational diagnostic and planning center were to diagnose academic and behavioral difficulties in their early stages; to design, implement, and improve inidvidualized programs for students with such difficulties; and to establish small halfway classes as a means of gradual reentry to the regular classroom. Further goals called for in-service training, teacher developed methods and materials, coordination of community resources, and changes in attitudes toward success and education and citizenship for all. Activities relevant to each goal are stated; procedures to be used in evaluation are described. Over three-fourths of the document consists of appendixes relating to each of the goals. Technical reports on the goals are cited. (JD)

Hegstrom, Warren O. and Leslie L. Hugh. CHARACTERISTICS OF DISRUPTIVE HIGH SCHOOL STUDENTS. TECHNICAL REPORT NO. 96. Madison, Wisconsin: Research and Development Center for Cognitive Learning, Wisconsin University, 1969, 31p. (ED 035 961)

This report contrasts the characteristics of high school students with disorderly histories and those without such histories. The sample consists of 1,318 eleventh graders in eight Wisconsin school systems. The major dependent variables are students' reports of being sent from classes for disciplinary reasons and skipping school with a gang of kids; The merits of these indicators are discussed. Questionnaires completed by students provided all the data except IQ, which was obtained from school records. Disorderliness, or rebelliousness, is contrasted with other types of student deviance; a taxonomy of such deviance is presented and discussed. The report concludes by noting the implications for school policy and for further research of the empirical findings. (author)

Mussman, M. C. PREVENTION AND REDUCTION OF EMOTIONAL DISORDER IN PUPILS; A THEORY AND ITS IMMEDIATE APPLICATION TO PRACTICES IN THE COLUMBUS, OHIO PUBLIC SCHOOLS. Columbus, Ohio: Columbus Public Schools, Division of Special Services, June, 1968. 123 p. (ED 031 014)

Intended to provide administrators with information valuable in planning school involvemant with the emotionally disturbed. The text presents suggestions to a variety of questions on this subject. Questions on the nature and importance of the problem focus on emotional disorder, its relationship to behavior and achievement, and incidence while questions on theoretical

orientations concern the value of theories, adaptation, coping, and learning processes. Aspects of prevention and reduction considered are the worth of success experiences, the effects of high anxiety punishment, and proper placement and remedial teaching. Descriptions of critical issues include the influence and number of school personnel, the school role in prevention, teacher training, educational programming, parent change, special classes and services, school and community responsibility, program evaluation, and remission. Recommendations are made for program development. Appendixes include a description of project activities, a letter of confirmation, reports of field investigations, and advisory committee comments. (RJ)

Nelson, C. Michael, "Techniques for Screening Conduct Disturbed Children", EXCEPTIONAL CHILDREN 37:501-7, March 1971. (EJ 034 993)

A direct observation technique was used to investigate differences between children classified as conduct disturbed or normal on the basis of ratings given by their regular classroom teachers. (author)

Spivack, George; and others. "Syndromes of Disturbed Classroom Behavior: A Behavioral Diagnostic System for Elementary Schools", JOURNAL OF SPECIAL EDUCATION 5: 69-92 , February, 1971. (EJ 059 059)

The study defined, through statistical syndrome analyses, total profile cluster types of classroom behavior exhibited

by normal children in grades K-6. Determined was how children whose patterns were similar differed in achievement, normalcy, and other variables from children exhibiting other patterns. (author/KW)

Van Vleet, Phyllis, Ed. and Robert Brownbridge, Ed. INVESTMENTS IN PREVENTION: THE PREVENTION OF LEARNING AND BEHAVIOR PROBLEMS IN YOUNG CHILDREN. INTERVENTION REPORT I. South San Francisco, California: Pace I. D. Center, 1969. 75 p. (ED 033 415)

In this paper, the reader can see how the beginnings of organization in one community helped to develop a program focusing on young children. The needs of all young children can be pivotal in marshalling a community's resources toward concerted action. The pace I.D. center was set up specifically for early identification and intervention designed to reduce the occurrence of disordered behavior among school children. All children were rated by their teachers on the A-M-L behavior rating scale and randomly assigned to an experimental or control group. Intervention was begun as soon as a child was identified as a member of the demonstration group. The process of intervention is discussed, with respect to the school, home, parents, and the spanish speaking communities. Teachers' comments and student comments are included. The research reported herein was funded under Title III of the Elementary and Secondary Education Act. (author/KJ)

Walker, Hill M. EARLY IDENTIFICATION AND ASSESSMENT OF BEHAVIORALLY HANDICAPPED CHILDREN IN THE PRIMARY GRADES. REPORT NO. 2. Eugene, Oregon: Department of Special Education; Oregon University, 1971. 67 p. (ED 069 092)

As part of a larger study investigating intervention procedures for children classified as homogeneous on factorially derived dimensions of classroom behavior, students in grades 1-3 (N = 1,067) were screened using teacher ratings on the Walker Problem Behavior Identification Checklist (WPBIC) for the purpose of developing groupings of deviant classroom behavior using behavioral assessment procedures and factor analytic techniques. Each S'S ratings on the WPBIC were scored on five factors and subjected to profile analysis. Homogeneous groupings were established on the five behavioral dimensions: acting out, social withdrawal, distractability, disturbed peer relationships, and immaturity. Correlations indicated that, with the exception of acting-out and distractability, there was little overlap among item clusters comprising the five factors. Sex difference was significant within each of the three grade levels; neither grade level effect nor interaction between grade level and sex was significant. Results suggested that teacher checklist ratings of student behavior are a valuable and relatively inexpensive method of identifying homogeneous groupings of classroom behavior. (KW)

Woody, Robert H. BEHAVIORAL PROBLEM CHILDREN IN THE SCHOOLS: RECOGNITION, DIAGNOSIS, AND BEHAVIORAL MODIFICATION. New York: Appleton-Century-Crofts, 1969. 264 p. (ED 027 671).

Directed primarily for classroom teachers, school counselors, and school psychologists, the book considers the psychology of behavioral problem children and ways of coping with their behavior. Aspects of recognition and diagnosis discussed are the school and the behavioral problem child. Causes and characteristics of behavior problems, detection and referral, and psychoeducational diagnosis. Behavioral modification is described in terms of influencing and modifying behavior, types of behavior modification, general and specialized behavioral modification techniques, and implementing behavioral modification in the schools. Reference lists are provided throughout the text. (LE)

II. PROGRAM DEVELOPMENT

A DIAGNOSTIC, COUNSELING, AND REMEDIAL CENTER: PRELIMINARY PROJECT EVALUATION. Terre Haute, Indiana: Vigo County School Corp., June, 1968. 148 p.

Children having problems in adjusting to school are referred to the center. An interdisciplinary team evaluates each child for possible placement in a controlled therapeutic classroom. Provided here as preliminary project evaluation are a sample psychological report and a psychometric summary sheet. Case studies are given for children in the personal and social adjustment classes, in remedial reading and special therapy, and in classes for the minimally brain damaged. Also included are remarks by parents, physicians, agencies, and parochial schools, and by pupils involved, all gathered in monitoring the program. Research evaluating the psychological data collected is summarized, and research utilizing interaction analysis proposed. (JD)

Anadam, Kamala and Robert L. Williams. "A Model for Consultation With Classroom Teachers on Behavior Management, "SCHOOL COUNSELOR 18: 253-259, March, 1971.

Discussed is a "contract", formulated by the teacher and her students at the suggestion of the consultant, designed to encourage less disruptive classroom behavior. The arrangement permits the student to learn or not to learn

without having to cope with nagging by the teacher. (author/CJ)

Bailey, Jon; and others. MODIFICATION OF PRE-DELINQUENTS' CLASSROOM BEHAVIOR WITH HOME-BASED REINFORCEMENT. Lawrence, Kansas; Kansas University, March, 1970. 11p. (ED 039 297)

A community-based program for youths in trouble, Achievement Place is a home-style training setting for pre-delinquents established on a token economy in which the boys earn various privileges by engaging in desirable behaviors that are seen as necessary for their eventual rehabilitation. Five pre-delinquents from Achievement Place attended a special summer school mathematics class where study behavior and rule violations were measured daily for each boy. The boys were required to take a "report card" for the teacher to mark. The teacher simply marked "yes" or "no" whether a boy had "studied the whole period" and "obeyed the class rules." All "yeses" earned privileges in the home that day but a "no" lost all privileges. Using a reversal design, it was shown that privileges dispensed remotely could significantly improve classroom performance. The study has been replicated in the public school, and the technique appears to be very effective as well as practical. (author)

Dickerman, William. TOWARD AN EFFICIENT TECHNIQUE FOR TEACHER CONDUCTED BEHAVIOR MODIFICATION PROGRAMS FOR DISRUPTIVE CLASSROOM

BEHAVIOR. Madison, Wisconsin: Wisconsin University, February, 1971. 40 p.

Because training teachers to collect observational data and to use operant techniques has frequently been found to be prohibitively time-consuming, the author attempted to develop simpler, more efficient training procedures. This report presents the results of a study in which these procedures were implemented. Teachers followed a three step training process to learn to observe a disruptive child's behavior, to observe their own interactions with a child, and to initiate more frequent contact with a child when he is on task in order to increase his on-task behavior. Observers recorded children's behavior as well. Reliability of observations by both teachers and observers was found to be adequate. Two teachers successfully used the procedures to change the behavior of disruptive children. Two were not successful because they failed to change their own behavior. (author/TL)

Fransen, Forest J. and Joanne Landholm. "Changing Behavior by Personalizing Learning," JOURNAL OF SCHOOL HEALTH 41: 70-73, February, 1971. (EJ 036 563)

The use of group discussions, somewhat structured at first, to help youngsters know themselves and one another, is described by a school nurse and principal who helped

establish such a program in a Denver school. (CJ)

Grinder, Robert E. DEVELOPING INSTRUCTIONAL PRODUCTS TO ACHIEVE BEHAVIORAL CHANGES. Madison, Wisconsin: School of Education, Wisconsin University. 10p. (ED 018 817)

The aim of the product research program for adolescent boys is to make school attractive to students close to terminating their education. Based on the assumption that certain strategies of ego functioning or cognitive style underly competent classroom behavior, the program focuses on the specific cues that will lead to such behavior, especially in those areas of social responsibility-- (1)maintenance obligations, (2)respect for the rights of others, (3)congruity with expectations, and (4) capacity for apportioning resources. Cartoons, in which the male, adolescent protagonist must choose between enticing incentives and fulfilling his responsibilities, serve as stimulus materials. The data gathered from the program is not yet anemable to statistical analysis, but preliminary results lead to the conclusion that the method is useful for discriminating between the cognitive styles of competent and non-competent students. When a sound discrimination of this kind is made, the next steps are--(1)to train non-competent persons to perceive and respond to classroom cues effectively, and (2) to insure a school en-

vironment that will nurture newly obtained cognitive styles at a high rate. (RD)

GUIDES TO SPECIAL EDUCATION IN NORTH DAKOTA. VISITING COUNSELORS TO SCHOOL CHILDREN WHO ARE SOCIALLY AND EMOTIONALLY MALADJUSTED. Bismark, North Dakota: North Dakota State Department of Public Instruction, 1968. 41 p. (ED 036 932)

North Dakota's visiting counselor program for socially and emotionally maladjusted children is described in terms of its purposes and personnel and the need and bases for it. The school administrator's responsibility for the program is considered, and program organization is detailed. Identifying children needing help and referring them to the counselor are discussed, along with informing teachers in the schools. Information on the visiting counselor covers role, responsibilities, competencies, and selection. Record and state forms and a discussion of special education are included. (JD)

Kauffman, James M. and others. "Part-Time Consultants in the Schools: Observations of a Resource Team For Service to Children With School Problems," JOURNAL OF SCHOOL HEALTH 42: 446-449, October, 1972. (EJ 069 054)

After observing the operation of a resource program involving part-time consultants, the authors offer a number of advantages to this method. They also suggest ways to make such an arrangement most effective. (BY)

Littky, Dennis and Lenora Bosley. A CONTINGENCY MANAGEMENT PROGRAM IN URBAN SCHOOL CLASSROOMS. New York, New York: Institute for the Advancement of Urban Education, April, 1970. 30p. (ED 041 966)

The project described in this study was implemented in the Ocean Hill-Brownsville Demonstration School District, Brooklyn, to train teachers and paraprofessionals (parents from the community) to work within their present structures, using the principles of behavior analysis as a means for teaching children to read, for controlling behavior problems, and for conducting more efficient classrooms. The project was conducted in an inner city elementary school whose population was 85% black, ten percent Puerto Rican, and five percent white, the subjects being from five second grade classes. In experimental and control classes, data were collected by observation of the children for 20 minutes per day, five days per week. Five one-hour workshops were conducted for the teachers and paraprofessionals to introduce a motivational and behavioral management program, and to teach a contingency management system. Further training was provided by bi-weekly meetings to discuss progress and problems. Results showed an increase in the experimental classrooms of the average percentage of children working on their programmed reading books, compared to no increases in the control classroom. Test formats and results,charts, and a bibliography are appended. (RJ)

Long, Thomas E. DEVELOPMENT OF AN ENRICHED SOCIAL COUNSELING PROGRAM. FINAL REPORT. Pennsylvania: Altoona Area School District, August, 1969. 43 p. (ED 040 480)

This study evaluates the effectiveness of continued remedial problem counseling for those students in a large high school who were disciplined for serious breeches of school conduct and for those showing deteriorating behavior. After being disciplined, the offender was referred to the project counselor for intensive project counseling, lasting for two months. At the end of the school year, each student in the project and an equal number of non-project students were asked to complete a questionnaire regarding the school's disciplinary system and the counseling effort. The project students were likely to feel inadequate in interpersonal relationships yet they were found to accept personal responsibility for school problems. Following counseling the typical project student was likely to show better attitudes toward the school and discipline. Counseling was considered to be of more personal value by the student than the discipline. They appreciated, more than the control group, the help of a counselor. (KJ)

Pooley, R.C. DELINQUENCY INTERVENTION IN THE HIGH SCHOOL. Carbondale, Illinois: Southern Illinois University, 1969. 61 p.

The project design uses university graduate students as Big

Brother type counselors who work with delinquency-prone youth. Research procedures were used to provide data for training curriculum.

Quay, Herbert C.; and others. "The Modification of Problem Behavior and Academic Achievement in a Resource Room," JOURNAL OF SCHOOL PSYCHOLOGY 10: 187-198, 1972. (EJ 064 291)

The modification of both social behavior when in the resource room and academic gains in reading and arithmetic were significant for the experimental subjects; However "attending behavior" while in the regular classroom was not different from the controls. (author)

Richman, Vivien. MENTAL HEALTH SERVICES PROGRAM, 1967 REPORT, ESEA ELEMENTARY AND SECONDARY EDUCATION ACT TITLE I PROJECTS. Pittsburgh, Pennsylvania: Pittsburgh Public Schools, 1967. 71 p. (ED 028 554)

The mental health services program (MHS) was established in 1965 to provide services to schools including identification of emotionally disturbed children, treatment, training school personnel in mental health principles, and serving as a resource for a variety of problems. Six adjustment classes in elementary schools and six resource rooms in secondary schools were developed and supported by consultation conferences aimed at psychoeducational diagnoses and including teachers, a psychiatrist,

and social workers. Crisis consultations were utilized to handle emergency cases. Aggressive behavior was the most frequent cause of referral. No significant differences in achievement, report card grades, citizenship, absence, or tardiness were found; out of 1,392 ratings by teachers on student behavior, relationship with other children and relationship with authority showed the highest percentage of improvement (69%) while conformity to school rules and participation in class activities were next (64%). Conclusions were that the program was a promising beginning toward meeting the mental health needs these children.

Rueveni, Uri. "Using Sensitivity Training With Junior High School Students," CHILDREN 18:69-72, March-April, 1971. (EJ 035 169)

This is a discussion of a Philadelphia Junior High School's use of sensitivity training sessions to modify the classroom behavior of disruptive students. (author/ AJ)

Smith, Donald C. A COMMUNITY HELPER PROGRAM FOR CHILDREN WITH BEHAVIORAL AND LEARNING DISORDERS. FINAL REPORT. Columbus Ohio: Ohio State University, June, 1969. 180 p. (ED 040 557)

A community helper project involved 37 untrained volunteers in a one-to-one relationship with children manifesting behavioral and learning problems in school. Most volunteers were nominated by principals; all passed

screening and all were women despite efforts for recruiting men. Seventy-four problem children, from grades 1-6, and not manifesting mental retardation or physical or sensory handicaps were identified. Mean age of experimentals was 9.2; controls were an average of 1 year older, but of similar class (low to upper middle) and intelligence (low to high average). Experimentals met for 22 interviews over 18 weeks with a helper: 13 controls received remedial tutoring or counseling; 24 controls received no special services. Ratings of behavior, personality, academic achievement, and intelligence indicated no significant differences between the groups. It was suggested that the treatment period be extended and need frequencies analyzed; Also, it was recommended that selection procedures for subjects and volunteers be refined. Principals, teachers, and helpers all saw the program as effective. (author/JD)

Speed, W. Kelley. "Project Mas-- 'Que Esta Pasando'," NEATE LEAFLET 71: 31-37, February, 1972. (ED 063 298)

Project Mas (taken from the Spanish, meaning "more") was designed to offer more alternatives to students. The program, developed for the Hartford Public High School (HPHS), Connecticut, is intended not only to reduce the phenomenon known as "dropping out" (a student centered problem) but also to reduce the phenomenon known as "pushing out" (a

school centered problem). The program's background, development, objectives for the next five years, and evaluation are discussed. Three major components of the project are: staff development; instruction; and supportive services. The problems of HPHS epitomize those of urban America. Social, economic, and educational problems are common to almost every urban community. The project attempts to discover strategies that will identify the problems, the factors involved, and prescribe actions that will lead to solutions. (author/LS)

Stiavelli, Richard E. and Dudley E. Sykes. "The Guidance Clinic -- An Alternative to Suspensions", NASSP BULLETIN 56: 64-72, April, 1972. (EJ 057 172)

A guidance clinic program for disruptive students, based on behavior modification theory and positive reinforcement, has proven effective in dealing with junior and senior high school students who ordinarily would be suspended or excluded from school. (AN)

SUMMARY AND EVALUATION OF THE REGIONAL EDUCATION DIAGNOSTIC TREATMENT CENTER 1966-1969. Washington, D.C.: Office of Education (DHEW), 1969. 118 p. (ED 036 921)

A diagnostic treatment center for learning disabilities and emotional problems was developed to serve six school systems. Evaluation by the multidisciplinary staff

covered behavior, family background, health, and intellectual perceptual motor, emotional, and educational functioning. Treatment plans, developed by the team which subsequently met with the school personnel, involved the child in play, and educational or behavioral therapy on an individual or group basis. Treatment also altered the child's environment by providing family therapy and parent counseling, mothers' groups, school or parent conferences, or staff consultants to work with school personnel. Consensual judgment of change (by parents, schools, and staff) in school work, and in educational and behavioral functioning indicated mild improvement in 60.9% of the cases and marked improvement in 16.2% with girls showing more improvement (P less than .01). Appendixes provide ranking scales and client classification and other forms and describe treatments. Descriptive data are given for a sample of 350 cases. (JD)

Tenorio, Sue C. and Lewis I. Raimist. "A Noncategorical Consortium Program," EXCEPTIONAL CHILDREN 38: 325-326, December, 1971. (EJ 048 887)

Described is an experimental program in which students with behavioral and/or learning difficulties are helped withing the regular classroom by a diagnostic-prescriptive teacher or a crisis-resource teacher. (CB)

Walker, Hill M; and others. SPECIAL CLASS PLACEMENT AS A TREATMENT ALTERNATIVE FOR DEVIANT BEHAVIOR IN CHILDREN. SECTION ONE. INTERIM REPORT. Eugene, Oregon: Oregon University, 1968. 69 p. (ED 026 694)

The efficiency of behavior modification technology, as a therapeutic intervention process, has been amply demonstrated. The establishment of special education settings for modification of deviant behavior, as reported here, provides opportunity for a controlled analysis of the effects of groups of experimental variables, where treatment in regular classrooms is less amenable to the analysis of cause and effect relationships. This paper describes the development and evaluation of a treatment model designed for one class of deviant behavior; hyperactive, disruptive, acting-out behavior in the classroom. Some 12 males, in grades four, five, and six, agerage or above in intellectual ability, were the subjects. Socially acceptable behavior was reinforced by the accumulation of individual and group points exchangeable for free time for high valence activities. A variety of timing and recording devices were used to monitor behavior and points. Observations were made of subjects' behavior in special and regular classrooms. The treatment model proved very effective. Of three components, (1) token reinforcement, (2) social reinforcement, and (3) aversive controls, social reinforcement exercised the greatest control. (BP)

Wallace, Glen K. A COOPERATIVE PROGRAM FOR THE ALLEVIATION OF JUVENILE BEHAVIOR PROBLEMS. FINAL REPORT. Oklahoma City, Oklahoma: Oklahoma State Department of Education, August 1968. 104 P. (ED 029 341)

This three year experimental project used a multiagency

approach to provide intensive counseling services for pupils with behavior problems in grades 7-12. The cooperating agencies were the public schools, juvenile court, vocational rehabilitation division, and the Department of Public Welfare of Tulsa, Oklahoma. The 171 selected students were enrolled in a supervised study course one hour of the school day which provided special group and individual counseling. A matched control group remained in the regular curriculum with the usual counseling services available to them. Attendance, grade point average, attitude, school offenses, and court referrals were the variables used to evaluate the project. Statistical analysis showed only a small difference in the number of school offenses for the experimental and control groups. This lack of objective findings in support of the project may have been due to an unequal matching of groups and the use of variables not sensitive enough to measure change occuring. The staff of the project agreed on the effectiveness of agency coordination. (NS)

Weinberg, Steve, Ed. THE CHILDREN'S RE-EDUCATION CENTER: AN OVERVIEW. Nashville, Tennessee: Tennessee State Department of Mental Health, January, 1971. 53 p. (ED 058 692)

One of three documents in a series, the pamphlet presents an overview of the Children's Re-Education Center Program in Tennessee. The program involves the application of

behavior change principles to emotionally disturbed elementary school children with behavior problems while the children reside at the residential facility for an average duration of 6 months. The program aims to change the child's behavior so that he can return to his normal life in the community and school. The child's problems are approached from educational, behavioral, and ecological viewpoints. Discussed are the referral procedure, the physical setting of the three Tennessee Re-Education Centers, and the organization of a children's Re-Education Center. Job descriptions and qualifications are noted for teacher counselors, diagnositician, aides, supervisory personnel, and principal. The individual child's curriculum is then explained to be adapted to his specific needs with emphasis on group counseling. Also noted are the school's efforts to consider all the influential factors within the child's educational environment and the schools' camping program. (See also EC 041 166-7.) (CB)

"What Behavior Research Says to the Classroom Teacher: An Interview With Richard E. Shores, "TEACHING EXCEPTIONAL CHILDREN 4: 192-9, Summer, 1972. (EJ 062 584)

Using an interview format, an expert in behavior research discusses behavior problems in the classroom and methods by which the teacher can change the undesired behavior patterns. (CB)

Wignall, Clifton M. PROGRAM FOR PUPIL ADJUSTMENT. Kansas City Missouri: Kansas City School District, May, 1969. 80 p. (ED 037 851)

Three interdisciplinary centers administered an adjustment program for students with learning and behavior problems. Children referred were given development, visual perceptual, and diagnostic reading tests; were evaluated by medical and other specialists; and were placed in a diagnostic classroom for 2 weeks. Those judged to have gross educational deficits were placed in a 9-week program for general remediation or in 4 weekly class periods for reading. Other methods of intervention were also utilized. Over a 12 month period, 318 students received service from referral to treatment and evaluation; a success rate of 83% for treatable pupils resulted, with the greatest success where the means of intervention offered greatest control. Principals indicated favorable opinions. (JD)

Williams, Thelma M. SUPPORTIVE SERVICES FOR SOCIALLY MALADJUSTED CHILDREN IN REGULAR SCHOOLS. EVALUATION OF NEW YORK CITY TITLE I EDUCATIONAL PROJECTS. 1966-67. New York, New York: Center for Urban Education, October, 1967. 64 p. (ED 033 977)

Evaluated are several programs for socially maladjusted public school children. These supportive services are an early identification program, junior guidance classes, special guidance classes, and career guidance classes.

Assessment focused on implementation of the Board of Education's plan to augment special services in these programs, and on behavior, achievement, and attitudes of the students. Information about each of these special programs is reported separately. The conclusions and recommendations indicate that, even with augmented personnel, the services are inadequate for the demand. There is a scarcity of trained professionals, and also a lack of clarity about admission and organizational policies. The junior guidance and special guidance classes should have effective overall supervision, and the career guidance program needs clarification of basic goals, admission policies, and curriculum development. For a history and description of ESEA Title I in New York City, See Ed 029 071. For a related study in selected institution schools, see Ed 029 936. (NH)

Zivan, Morton; and others, YOUTH IN TROUBLE, A VOCATIONAL APPROACH. A VOCATIONAL REHABILITATION DEMONSTRATION IN A RESIDENTIAL TREATMENT CENTER TO MEET THE VOCATIONAL AND COMMUNITY ADJUSTMENT NEEDS OF EMOTIONALLY DISTURBED YOUTH ADJUDGED TO JUVENILE DELINQUENTS. FINAL REPORT. Dobbs Ferry, New York: Childrens' Village, 1966. 239 p. (ED 015 307)

The project aimed to demonstrate the feasibility of a comprehensive program integrated with other treatment services and identify the major factors associated with community and vocational adjustment and maladjustment. The

study population included (1)an experimental group of 68 boys who received the full range of the project in-care and after-care services and a control group of 25 who received no project services, (2)an experimental group of 20 boys who received the full range of the project's after-care services, and (3) a comparison group of 27 who received no project services. In-care activities included individual and group counseling, occupational orientation, and work exposure. After-care activities included counseling, assessment, job placement, and follow-up. To determine the effects of the experimental treatment, personal, attitudinal, psychological, social, and environmental factors associated with community and vocational adjustment were identified and assessed through structured interviews, behavior rating scales, psychological tests, and direct observation. Treated boys tended to maintain acceptable conforming behavior in the work areas, but untreated boys showed a drop at the 6 month and 1 year follow-up. The experimental group who received the full range of the program services had a higher percentage of boys in the "keeping out of trouble" evaluation area while those in the control group had an increasing tendency to get into trouble in the same time span. Observations indicated that work exposure, when combined with the other services, was the most valuable aspect of the programing. Despite the lack of statistically significant findings, the trend favoring the experimental

groups indicated that more favorable findings would result from contined follow-up. The appendixes include some of the instruments used, scoring systems, data sheets, and correlations of predictor and outcome variables.A Summary of the study is VT 004 085 (JK)

III. RESEARCH

Bolstad, Orin D. and Stephen M. Johnson. SELF-REGULATION IN THE MODIFICATION OF DISRUPTIVE CLASSROOM BEHAVIOR. Eugene, Oregon: Psychology Clinic, University of Oregon, 1972. 32 p. (ED 065 195)

This study compared self-regulation and external regulation procedures in the treatment of children's disruptive classroom behavior. Following the collection of baseline data, three of the four most disruptive children in each of 10 first and second grade classrooms were reinforced by the experimenter for achieving low rates of disruptive behavior. The fourth child served as a control subject throughout the experiment. Two of the three experimental subjects were then taught to self-observe their own disruptive behavior. In the final reinforcement period, these subjects were given control over dispensing reinforcers to themselves, based on their self-collected behavioral data while subjects in the other experimental group continued with the externally managed reinforcement. In extinction, reinforcement was discontinued for all subjects, but one of the self-regulation subjects in each classroom continued to overtly self-observe. Results indicated that both reinforcement programs produced a considerable reduction in disruptive behavior.

Dobson, Russell and Leon Brewer. THE PERCEPTION AND TREATMENT BY TEACHERS AND PRINCIPALS OF THE BEHAVIORAL PROBLEMS OF ELEMENTARY

SCHOOL CHILDREN. Stillwater, Oklahoma: College of Education, Oklahoma State University, 1971. 13 p. (ED 057 533)

Compared were attitudes of elementary school teachers and principals on their classification of student behavior and discipline problems and behavior change treatment needed. Subjects consisted of 170 elementary school teachers and 15 principals in a mid-western city school system. Reaction of teachers and principals to discipline and behavior problems and their suggested treatment were rated on the Behavioral Problems Inventory and the Behavioral Problems Treatment Sheet (Dobson, 1966). The statistical method utilized in testing the hypotheses was chi-square, with the level of confidence set at .05. The findings considered to be most significant were that elementary school principals differed significantly from elementary school teachers in their perception of the seriousness of behavioral problems of elementary school children, with principals perceiving the acts as less serious than the teachers, that significant differences in attitudes toward treatment of behavioral problems existed between principals and teachers, and that principals and teachers were in agreement on the value of parent teacher conferences as an effective method of treating behavior, with the principals also favoring parent child teacher conferences. (CB)

Graubard, Paul S. AN INVESTIGATION OF READING CORRELATES OF EMOTIONALLY DISTURBED AND SOCIALLY MALADJUSTED CHILDREN: THE RELEVANCE OF A

CLASSIFICATION SCHEME TO EDUCATIONAL CHARACTERISTICS. New York, New York: Yeshiva University, 1968. 76 p. (ED 032 706)

To ascertain whether subjects with similar behavior profiles also showed similar psychoeducational problems. 108 emotionally disturbed boys (aged 9-14) were studied. Teachers rated the behavior of children in their classes using the Quay Behavior Problem Checklist; subjects were also given achievement and intelligence tests. Seven subgroups were found as were some educationally relevant variables associated with behavior clusters. Groups differed to some extent with respect to IQ and associated factors; no differences were found in terms of psychometric characteristics. Indications were that grossly different curricula would not be necessary, and that the overlap between behavioral characteristics and learning characteristics was not great. When compared with normals group, however, was retarded in reading relative to mental age, but the majority of teachers perceived subjects to be achieving far below what psychometric instruments showed. (RJ)

Langenback, Michael and George A. Letchworth. DISCIPLINARY TECHNIQUES: REPERTOIRES AND RELATIONSHIPS. New York: Paper presented at annual meeting of AERA, 1971 25 p. (ED 049 178)

A total of 300 elementary and secondary public school teachers were surveyed in order 1) to develop a taxonomy

of disciplinary techniques that is both quantitative and qualitative; and 2) to compare the relationship of teachers' disciplinary repertoires with type of school (urban, suburban, or rural), age of pupils, and teacher experience. The teachers responded to a questionnaire which asked them to list the types of disciplinary techniques they use in the classroom Results indicated that among all the teachers in the sample, temporary loss of freedom was the most frequently used technique, whereas permanent removal and non-verbal techniques were the least frequently used. Multiple analysis of variance indicated several differences in disciplinary techniques between teachers in different types of schools, with different ages of children, or of different experience. It is suggested that further study be done on this topic using actual observation of teachers in the classroom. (RT)

Spivack, Goerge and Marshall S. Swift. PATTERNS OF DISTURBED CLASSROOM BEHAVIOR -- THE NATURE AND MEASUREMENT OF ACADEMICALLY RELATED PROBLEM BEHAVIORS. Devon, Pennsylvania: Devereux Foundation, May, 1967. 113 p. (ED 012 545)

This series of five studies examined the nature and organization of nontest, academic achievement-related, classroom behaviors from kindergarten through 12th grade, and developed rating scales that a teacher can employ to reliably describe these behaviors in a standard fashion. Research involved normal public school and special class students of both

sexes. Most of the research effort focused upon the measurement of behaviors from kindergarten through sixth grade. Behaviors were selected out of teacher conferences, scale items constructed, ratings made by teachers, factor analyses performed, and behaviors related to age, sex, IQ, academic achievement, clinical diagnosis, academic subject, grade level, sex of teacher-rater, age and educational level of parents, sibling status, and race of child. Norms and test-retest data were obtained, and comparisons were made between academic achievers and nonachievers and between normal and special classes. In all, 147 teachers made 1,719 ratings on a total of 1,546 children. The resulting scales are feasible to use. Both the elementary and high school rating scales are presented in the appendix. A reference list includes six items. (author)

IV. RELATED READINGS

Clark, Donald H., Ed. and Gerald S. Lesser, Ed. EMOTIONAL DISTURBANCE AND SCHOOL LEARNING -- A BOOK OF READINGS. Chicago, Illinois: Science Research Associates, Inc., 1965. (ED 018 033)

A collection of 26 readings on research in emotional disturbance and school learning, this paperback book presents four or five studies of differing types from various sources on each topic treated. The topics include a definition of emotional disturbance and problems, (2) antecedents of trouble, (3) case histories of troubled children, (4) treatment, (5) the classroom, and (6) the school's role in promoting mental health. Also included are the criteria for inclusion, a conclusion, a list of additional references for each section (totaling 115), a glossary, and profiles of contributing authors. (HJ)

Conway, Walter J. and Mary Jane John. GUIDELINES FOR EDUCATING YOUTH UNDER STRESS. Nevada State Hospital, 1967. 45 p. (ED 015 596)

This guide presents fundamental practical concepts concerning behavior, classroom environment, and curriculum for the child under stress. The angry child, the confused child, the destructive child and the quiet child are discussed. The general goals of classroom controls and effective methods of achieving these goals are discussed.

Lists of teaching aids for science, arithmetic, social science, reading, and general use are included in the section which views the normal curriculum as both foundation and goal for educating children under stress. The appendix lists five curriculum guides, a 189 item bibliography, achievement test scores for eight children, and two school record forms. (JW)

DISCIPLINE IN THE CLASSROOM. FROM TODAY'S EDUCATION, NEA JOURNAL: SELECTED ARTICLES OF CONTINUING VALUE TO ELEMENTARY AND SECONDARY SCHOOL TEACHERS. Washington, D.C.: National Education Association, 1969. 131 p. (ED 035 964)

Increasing student unrest, coupled with the acute problems of the inner city, indicate that the problem of maintaining pupil discipline is gathering intensity. This document contains 34 articles about discipline that have been published in Today's Education: NEA Journal since 1942. Articles applicable to both the primary and the secondary levels suggest that a better curriculum may lead to better discipline. Creative teaching, knowledge of a student's likes and dislikes, and the avoidance of ridicule can also lead to fewer discipline problems. Articles pertaining directly to the elementary level stress the benefits of teaching self-discipline at an early age. The disturbed child in the classroom is also covered. The articles dealing with secondary school students consider discipline problems of classroom groups and problems with individuals. Thirteen

classroom incidents are included to give a dimension of actual experience in handling specific problems. (author/LN)

Hill, Paul L. SOLVING BEHAVIOR PROBLEMS. Dansville, New York: F.A. Owen Publishing Company, 1965. (ED 012 996)

This discussion of classroom behavior problems suggests guidelines for recognizing problems and working out solutions. Specific suggestions that can be implemented by the classroom teacher are presented for problems grouped under overt behavior patterns, withdrawal behavior patterns, the socially shunned, and organic problems. Procedure for obtaining help and a list of sources of help are included.

Lond, Nicholas J., ED.; and others. CONFLICT IN THE CLASSROOM: THE EDUCATION OF CHILDREN WITH PROBLEMS. Belmont, California: Wadsworth Publishing Company, Inc., 1971. 587 p. (ED 052 556)

The collection of readings deals with teaching and managing both emotionally disturbed children and children who are in a state of emotional disturbance or conflict due to external factors. The readings in the first chapter, selected from fictional and non fictional literature and other sources, illustrate how it feels to be emotionally disturbed by describing what the disturbed child feels like from within. The chapter is divided into three parts: one pictures basic intrapsychic difficulties,

the second shows aspects of society which breed disturbed behavior, and the third concerns drug use. Other chapters contain selections on identification and diagnosis of the disturbed child, kinds of help available (individual psychotherapy, therapies with different media, group therapy), kinds of schools and programs available, teaching strategies (the behavior modification, educational, behavioral science, and social competence models and, particularly, the psychoeducational model), mental hygienic management in the classroom, and evaluation of methods and treatment. Chapters are preceded by editors' introductions and individual articles are often followed by editorial comments. (KW)

V. LEGAL ISSUES

DISSENT AND DISCIPLINE IN SECONDARY SCHOOLS. COURSE MATERIALS. Ann Arbor, Michigan: Institute of Continuing Legal Education, Michigan University, June, 1970. 139 p. (ED 043 067)

This collection of eight articles focuses primarily on the nature and extent of legal involvement in secondary school dissent and discipline. In the first article, the problem of school decentralization if viewed in terms of the conflicts which it creates. Another article presents the relevant legal decisions which aid in clarifying just what is included in the concept of constitutionally protected free speech. In three related articles, the following areas are dealt with; (1)the significance of the tinker vs. Des Moines schools decision (The Black Arm-Band Case) in expanding the applicability of constitutional free speech guarantees to the public school setting; (2) three constitutional theories under which the validity of public school regulations of students' hair styles may be attacked; and (3)the test of reasonableness as applied to long hair bans in public schools. In contrast to the dominant current focus, a lengthy article concerns itself with the non-constitutional limits of the power of school boards to make rules governing student conduct and status. A few major trends of judicial involvement in public education are discussed in the somewhat summary-type concluding article. (TL)

JOURNAL OF THE PROCEEDINGS, SCHOOL LAW FORUM.(ATLANTIC CITY, NEW JERSEY, OCTOBER 28, 1971.) Trenton, New Jersey: New Jersey School Boards Association, 1971. 99 p. (ED 063 667)

This document consists of the speeches given at the 1971 New Jersey School Law Forum. The Forum is held to encourage the research of timely legal issues involving the structure and operation of the New Jersey Public Schools, to assist the school law practitioner by affording him the opportunity to hear and discuss research and opinion on selected topics, and to provide a vehicle for the preservation and dissemination of school law research. The subjects presented in the speeches are (1)drug abuse control: the law and school board policies; (2)the law of nontenure teacher dismissals--a challenge for change; (3)attorneys' fees for bond work; (4)the New Jersey student suspension and expulsion law; (5)the public right to know law and school board documents; and (6) processing the teacher dismissal case. (JF)

Phay, Robert E. SUSPENSION AND EXPULSION OF PUBLIC SCHOOL STUDENTS. Topeka, Kansas: National Organization on Legal Problems of Education; and Eugene, Oregon: Oregon University, 1971. 49 p. (ED 048 672)

This monograph reviews and analyzes decisions dealing with suspension or expulsion of students by public school authorities. The report focuses on recent court cases that reaffirm, amplify, or extend entrenched constitutional and common law principles undergirding the public educational

system in the United States. The author considers the traditional elements of procedural due process and concludes that to comply with the minimum requirements of procedural due process administrators must (1)give the student adequate notice of the grounds of the charges and the nature of evidence against him, (2)conduct a hearing (unless the student waives it), and (3)take action only if it is warranted by the evidence. The author recommends that administrators develop written policies on student conduct, outline procedures for handling discipline cases, provide grievance procedures for students and faculty, and detail emergency plans to deal with school disorders. (author/JF)

Reitman, Alan; and others. CORPORAL PUNISHMENT IN THE PUBLIC SCHOOLS. THE USE OF FORCE IN CONTROLLING STUDENT BEHAVIOR. New York: American Civil Liberties Union, March, 1972. 43 p. (ED 066 813)

This report has been prepared to increase the general awareness of how serious a problem corporal punishment can be and also to contribute some possible corrective steps. The document consists of (1)a summary of the current situation, (2)specific civil liberties considerations, (3)harmful effects, (4)illustrative case reports, (5)recent court action, (6)State statutes, and (7)public attitudes. (author)

REPORT OF THE TASK FORCE ON CORPORAL PUNISHMENT. Washington, D.C.: National Education Association, 1972. 30 p. (ED 070 173)

This report reflects positions arrived at by the Task Force as a result of extensive literature reviews; site investigations; meetings and conferences; and interviews with parents, teachers, students, and administrators. The contents include (1)findings on the use and effect of physical punishment, (2)some suggested alternatives to the use of physical punishment, (3)recommendations, and (4)a proposed model law outlawing corporal punishment. (JF)

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