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DADE COUNTY PUBLIC SCHOOLS

[illegible] AND OPERATIONAL FEATURES OF PROGRAMS [illegible] TO MODIFY DISRUPTIVE BEHAVIOR IN THE DADE COUNTY PUBLIC SCHOOLS, 1975-76

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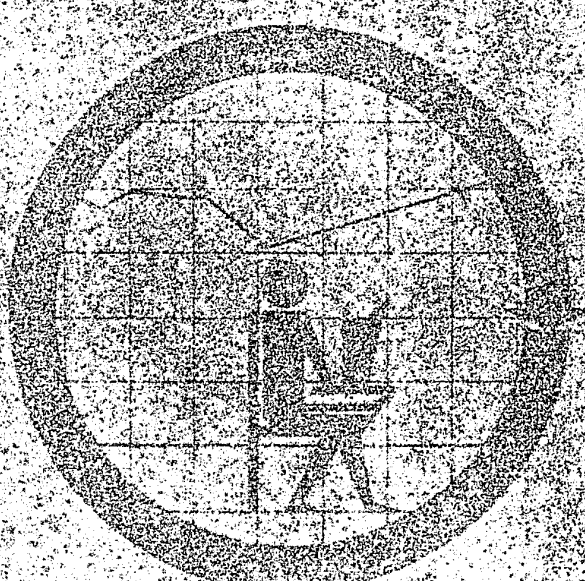

PLANNING AND EVALUATION DEPARTMENT

SUMMARY OF FINDINGS AND RECOMMENDATIONS

The study discussed in this report was intended to describe the operation of two of Dade's programs to modify the behavior of its disruptive students, the ALTERNATIVE SCHOOL (excluding the COPE centers) program and the SCHOOL CENTERS FOR SPECIAL INSTRUCTION (SCSIs).

Additionally, data on the impact of the alternative school program on student behavior is presented. Finally, a descriptive profile of the offenses and corrective responses made in the cases of approximately thirteen hundred recently suspended secondary students is presented.

The alternative school program operates through two facilities at the junior high school level (Youth Opportunity North and South), * and two at the senior high school level (MacArthur North and South), and features individualized instruction in the basic skills, extensive opportunity for counseling and vocational preparation, small class size, and utilization of behavior modification approaches for the development of appropriate academic and social behavior. Staff interviewed at the alternative facilities including teachers (both academic and vocational), occupational specialists, and visiting teachers indicated general adherence to most operational guidelines with some exceptions. Behavior modification tactics did not appear to be applied in at least one of the schools. Several visiting teachers reported great difficulty in obtaining effective parent assistance in extending the remediative environment into the home. Administrative staff in at least one school reported a problem of facility under-utilization due to the general reluctance of elementary principals to refer students to Alternative Schools.

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*These four schools are now (October, 1976) referred to, generically, as Opportunity Schools. Throughout this report, the use of the term Alternative School Program refers, also, to the four schools only.

On the positive side, academic teachers appeared to be utilizing state-of-the-art techniques (diagnostic testing and prescriptive approaches to instructional individualization) and, in most facilities, occupational specialists and other support staff appeared to be interacting with students successfully in instructing them in employability skills and other competencies relevant to successful integration into society.

Students interviewed appeared to feel that the behavior modification programs in force had assisted them in improving both their academic and social behavior and felt that they had ready access to the counseling staff. Most students reported recent interaction concerning occupational selection and competency development with occupational specialists, vocational teachers, and other relevant staff. Student evaluations of the Alternative School facilities were quite favorable; a substantial proportion indicated that they would prefer to remain in the alternative setting rather than return to the regular program. The most favorably rated aspect of the alternative setting was the helpful orientation of the staff toward them. The behavior of other students appeared to be a source of concern, however.

Alternative School impact was assessed, both for students still in the Alternative School program and students who had been returned to regular programs. For students still in the alternative program, positive changes in class motivation and performance as well as in-class disruptive behavior were noted. However, about twenty percent of the students evaluated were seen as "never being able to participate in the regular program" and eleven percent were seen as "never being able to graduate". For students in the regular program, twenty percent were evaluated as requiring return to the alternative program; however, for those behaviors defining the "disruptive syndrome" the majority of these students were evaluated as "better or no worse" than the other students in their classes.

Data gathered as a result of SCSI observation indicated that student behavior appeared to be controlled and appropriately directed in most

cases. The activity of SCSI staff (usually consisting of a director and a teacher-aide) was heavily oriented toward academic counseling and continuation of the student's regular academic program during his (average) three day tenure in the center. Follow-up procedures, both formal and informal, appeared to be consistently applied with students at the time of their re-entry into the regular program. Although no formal evaluation of the impact of SCSIs on student behavior was performed, teachers responding to a request for evaluation of the relative efficacy of various tactics to modify disruptive behavior, rated placement in SCSIs ninth most effective in a list of thirteen procedures provided.

Analysis of data descriptive of students identified in current incidence reports as responsible for relatively serious offenses revealed a pattern of extremely low achievement in reading and mathematics and "offense profiles" represented by involvement in truancy/class cuttings, verbal assault of staff, and physical assault of fellow students. Significant percentages of these students had been exposed to SCSIs and alternative school facilities.

Recommendations derived on the basis of findings reported in this and the previous report included: (1) development and implementation of a procedure for early identification of the socially maladjusted child, (2) development and dissemination of inservice opportunities for regular classroom teachers directed at the development of competency in coping with disruptive behavior, (3) discontinuation of the practice of all Alternative School students participating in the county-wide achievement testing program, (4) identification and adoption of means for reducing the backlog of psychological testing of incoming Alternative School students, (5) development of procedures to insure the presence of only staff and authorized students in the county's regular secondary schools, (6) development of an increased breadth of sanctions available to the schools in dealing with disruptive behavior, and (7) the fostering of conferences with community, regional, and state agencies, with Dade Schools acting as a facilitator and coordinator, toward defining what functions need to be developed toward the "solution" of the disruptive behavior problem.

October 6, 1976

M E M O R A N D U M

TO: Mr. L. J. Gross, Director
Department of Student Services

FROM: Larry Adams, Consultant, Opportunity Schools

SUBJECT: RESPONSE TO EVALUATION OF ALTERNATIVE SCHOOLS AND SCHOOL CENTERS FOR SPECIAL INSTRUCTION

The revised summary of Evaluation of Alternative Schools and School Centers for Special Instruction has been reviewed. Generally, the report is positive regarding the impact of both the opportunity schools and the school centers for special instruction. In those instances where the report is critical of the programs and corrective recommendations were made, a response to each recommendation is given.

Recommendation #1

Development and implementation of a procedure for early identification of the socially maladjusted. (Page 13)*

Response: The profile of the disruptive student most times indicates a history of progressively aggressive behavior starting in the early grades. Identification of this student early in his school life would make it possible to provide intervening activities which could possibly lead to a successful secondary school experience. It is recognized that elementary school personnel are reluctant to give up on the child at an early age, but by not recognizing the fact that early identification and treatment are essential in finding a possible cure, the secondary schools are saddled with a seasoned veteran whose behavior is firmly set and engrained. I wholeheartedly support this recommendation, realizing that extreme caution would be in order so as not to unnecessarily label children as socially maladjusted when they are only reflecting the effects of maturation.

Recommendation #2

Development and dissemination of inservice opportunities for regular classroom teachers directed at the development of competency in coping with disruptive behavior. (Page 13)*

*Summary of findings and recommendations

Response: Support for recommendation number two follows logically from an analysis of student incidents and our number one system objective of improving discipline in the schools. To be able to effectively cope with the variety of cultures present in our classrooms, it is of paramount importance that we provide the opportunities for teachers to become aware of strategies which enable teachers to effectively communicate. Behavior modification is a natural if inappropriate behavior is being exhibited. The techniques utilized by the PRIDE specialists and the behavior modification strategies are worthy of being part of every teacher's bag of tricks.

Recommendation #3

The participation of alternative school students in the countywide achievement testing program should be limited to those students who have exhibited sufficiently developed academic skills and self concepts to cope with the level of effort and subject mastery required by the test. (Page 14)*

Response: The rationale for the use of standardized tests should apply equally to all students. Indeed, the ability to respond to various standardized instruments should be an objective of the opportunity schools. In the less threatening, supportive atmosphere of these schools, students can learn the basics of taking tests which is often a factor in how well a student does on a test. Moreover, the purpose of the opportunity school is to remediate any problem the student may have and prepare him for return to the regular school program. To return the student to the regular school program without appropriate placement data would be a disservice to the student and the instructional staff. Additionally, in order to be accountable, provisions need to be made for collecting and analyzing baseline data to determine the impact each dollar is having on the major objectives of the school system from regular programs and from programs designed for a specific purpose.

Recommendation #4

Means should be identified and implemented to reduce the backlog of psychological testing required for students entering the alternative school program. (Page 15)*

Response: Exceptional child guidelines specify that students assigned to the opportunity schools through the Admissions Committee must have psychologicals prior to assignment, and for students administratively assigned, a period of three weeks is

allowed for completion of the psychological. There is an apparent reluctance on the part of school administrators to refer students who could benefit from the opportunity school program because of the perceived difficulty in securing the necessary psychologicals. Administrative action has been taken to give priority to psychologicals being requested for opportunity school placement.

Recommendation #5

Procedures to insure the presence in schools (especially secondary schools), of only staff and currently enrolled students need to be developed and implemented. (Page 15)*

Response: This recommendation has merit not only for all secondary schools but for many of our elementary schools as well. However, care must be taken so as not to give the impression to the faculties, students or to the public at large that we are running armed camps instead of schools.

Recommendation #6

Attempts should be made by whatever means necessary to increase the breadth of sanctions available to the school system with which to react to disruptive behavior and to impress the student with the seriousness of his or her transgressions by moving through the "sanction severity" continuum at a more rapid rate than is currently the case. (Page 15)*

Response: There is an ad hoc committee presently operating to develop a code of student conduct. This committee will also investigate to determine if additional sanctions are available. What is needed is increased emphasis on flexibility for the use of various kinds of behavior modification and positive reinforcement in all schools, not only in opportunity schools.

Recommendation #7

Dade schools should act as a facilitator and coordinator in setting up a conference with salient community, regional, and state agencies both social and legal with the objective of defining the relationship between the school system and these agencies in dealing with disruptive behavior. . . (Page 16)*

Response: The Deputy Superintendent for School Operations recently held a half-day conference with distinguished representatives from all agencies who impact in some way on students who are disruptive or are in some way a concern of the

community. The intent of that conference was to brainstorm ideas for the most effective way of collectively attacking the problem, realizing that the school is only a microcosm of the larger society and that the school alone cannot solve community problems. However, by supporting and assisting each other in providing for the needs of children, something good might be the result for the child. The ideas and suggestions generated at the workshop will be synthesized for possible action at a meeting scheduled for October 12, 1976.

The report as presented by the Planning and Evaluation Department is an attempt to call attention to the effectiveness or lack of effectiveness of the identified programs which impact on disruptive behavior. This then becomes a management tool which can be used to correct problem areas and strengthen program impact. At the present time, corrective action is being planned for several of the recommendations.

LEA/lms

DADE COUNTY PUBLIC SCHOOLS

Division of Finance

IMPACT AND OPERATIONAL FEATURES OF PROGRAMS DESIGNED TO MODIFY DISRUPTIVE BEHAVIOR IN THE DADE COUNTY PUBLIC SCHOOLS 1975-76

Prepared by

Department of Planning and Evaluation
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October, 1976

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INTRODUCTION

This report is the second (and the last) of two reports of an evaluation of Dade's programs to cope with disruptive behavior. The first (June, 1976) described the experience of teachers and students with disruptive behavior in the schools. This report will describe the operational features and impact on students' behaviors of a number of Dade's programs to cope with disruptive behavior.

Description of the Programs

Of the three programs described below, the Alternative School Program is by far the most widespread (dealing with the greatest number of pupils for the greatest number of hours) and the most administratively structured; having specifically documented procedures for the selection, remediation and release of its students.

The program operates through two school facilities at the junior high school level (Youth Opportunity North and South) and two facilities at the senior high school level (MacArthur North and South). Each facility handles incoming students from either the three northern or three southern administrative areas within the county.

Students sent to these alternative facilities are judged to be socially maladjusted* by teachers, administrators, and through a complete psychological prior to their admission. The procedure followed in these "regular admissions" are similar, in most respects, to those followed in the screening/identification and admissions in the case of other "exceptional children". One other option is available. Administrative admissions

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*Regulations of the Florida State Board of Education define the socially maladjusted student as: "One who continuously exhibits behaviors that do not meet minimum social standards of conduct required in the regular school and classroom; whose behaviors are in defiance of school personnel, disrupt the school program, and is antagonistic to other students and to the purposes of the school".

are made by the Deputy Superintendent usually in lieu of suspension and do not require parent permission, prior psychologicals, and some of the other regularly required procedures.

The instructional program operating in the alternative facilities follows the regular curriculum in terms of subject availability; additionally, students are given individualized remedial assistance in any of the basic school subjects in which they may require it. The availability of intensive group and individual counseling including vocational decision-making and preparation, the application of behavior modification approaches to increase desirable academic and social behavior, and the presence of small class sizes (a maximum of 15 students per teacher) further differentiates this program from the "regular" programs operating in other schools within the county.

The ultimate objective of the alternative school program is to return the student to the regular program as soon as possible. A more detailed and specific description of the Alternative Schools' functions and objectives can be found in the Dade County Procedures for Providing Special Education for Exceptional Students, 1975-76.

School Centers for Special Instruction (SCSIs) are located in each secondary school in Dade County. The centers are manned by an SCSI director, and (usually) one or more assistants (either teachers or lay-aides). Depending on the size of the facility and the staff availability, student population of an SCSI at a particular time would likely range from five to fifteen students. The purpose of these centers is to enable a brief "time out" from the regular class setting and to provide an environment in which a student can continue his regular academic program under close supervision and have available to him academic or social guidance counseling.

Students are assigned to these centers through teacher/administrator referral for brief periods of time (three to five days on the average). Although a uniform operational model is not imposed on the county's SCSIs, general features of a "good" center would likely include: 1) a continuation of the student's academic program, 2) availability of individual academic tutoring, 3) availability of academic/social counseling, and, 4) follow-up of students after dismissal from the center.

Classes for the socially maladjusted. A small number of classes for the socially maladjusted are available in Dade's secondary schools. In this setting, it is possible to resource the students into regular programs to the extent possible. All teachers in these programs are certified in the area of emotionally disturbed or have other certification whose requirements are applicable to instructional competency in the socially maladjusted area. Subject only to the limitations of the specific school facility in which they are located, their instructional program and use of behavior modification systems is similar to that employed in the Alternative Schools.

Description of the Evaluation

The primary purposes of the evaluation activities to be discussed in this "Part 2" report were to describe the operation and (for the Alternative Schools) to determine the impact of two of the special programs described above.

Operational characteristics of the Alternative Schools were determined through two data collection processes. One involved the interviewing of approximately twenty randomly selected students in each of the four alternative facilities. Students were asked to describe the characteristics of the behavior modification system(s) employed (if any), their exposure to classes and counseling of various types, likes and dislikes concerning the school, and characteristics descriptive of their home environments. The second method used to describe operational characteristics of the Alternative Schools was to interview academic and vocational teachers. Academic teachers were interviewed to determine the extent to which they used "state-of-the-art" procedures in their instruction (i.e. individualized instruction utilizing diagnostic

testing, prescriptive approaches to instruction, and periodic evaluation of students' progress). Vocational teachers were interviewed to determine how students were assigned vocational projects, and the extent to which employability skills, the applicability of what they were doing to a "real world" employment situation, and other topics of relevance were discussed with the students.

The impact of the Alternative Schools on student behavior was determined in two ways: (a) through the follow-up of students from Alternative Schools who had been returned to regular school programs, and (b) through the assessment of the impact of the Alternative School experience on students still enrolled in the Alternative School Program.

To follow up Alternative School students now in regular programs, a questionnaire was sent to schools in which the students were currently enrolled. All students who had been transferred out of any of the Alternative Schools since the beginning of the 1974-75 school year, were followed up in such a manner. These forms with specific students identified were sent to principals of the regular schools with instructions to request that current language arts teachers of these students perform the evaluation.

The survey form provided for evaluation of students' behavior relative to the other students in the teachers' classes along fifteen academic, social and vocational dimensions and requested the responding teachers to indicate whether or not they felt the student would graduate from high school.

To determine the extent of behavioral change for those students still in the Alternative Schools, a form was distributed to academic and vocational teachers of a random sample of fifty percent of the Alternative School student population. Evaluator-teachers were requested to indicate the extent to which the students' behavior, along the same fifteen behavioral dimensions, had changed. Additionally, information was gathered descriptive of these teachers' backgrounds, classroom practices (use of behavior modification, etc.) and their evaluations of the Alternative School concept.

Operational Characteristics of the SCSIs were determined by interviews/observations of SCSIs within most of Dade's secondary schools by members of the Student Services Department, using forms and procedures developed by the Evaluation Studies Section. Information gathered through this procedure included observed behavior of students, the size and characteristics of the student population, and guidance or other services offered students assigned to the center.

Finally, information regarding the system's "worst" students was gathered from cumulative folders. Information included a chronology of offenses of the students who had recent suspension records and the characteristic system response (specific programs, etc.) directed at the student.

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

The following section will provide conclusions of both this report, primarily regarding the impact of the alternative school program and the operational features of the School Centers for Special Instruction (SCSIs), and also the previous report on the experience of Dade's teachers and students with disruptive behavior.

The Problem

The report on the experience of teachers and students with disruptive behavior plainly defined the existence of a problem within the school system.

Although no standards exist against which to compare the findings of this first report, it would be safe to say that disruptive behavior is quite prevalent, and unacceptably so, in Dade's schools— especially at the junior high school level. This appears to exact a heavy toll in teachers' time, which could be otherwise directed at the instructional process, and in distracting students through the fear of other students and noise in the classrooms. Teachers did not feel that any of the tactics currently at the school's disposal (i.e SCSIs, group counseling and peer counseling) were particularly effective. Those which were found, in a relative sense, to be effective all involved the interaction of parents or other adult authority figures with the student.

If the perception of the majority of teachers can be taken as accurate, the problem of disruptive behavior in the schools is intensifying-- particularly at the elementary level. One problem appears to be that the schools, compared with the "real world", have at their disposal only a weak and relatively ineffective array of sanctions to bring to bear against inappropriate student behavior. Another dimension of the problem appears to be that parents of disruptive students are either unable, or do not care to act as agents of socialization. One principal of an alternative school estimated that over seventy-five percent of the parents of

these students literally had no control over the activities of their children who were subject only to the sanctions of a peer culture. Other parents may be alienated from society to the point of not supporting the school's mandates or even to the point of instituting legal proceedings against the system or individual teachers.

Although true that these problems are trending upward nationally, it is probably also true that these problems are at their worst in large metropolitan areas, especially those with large transient populations who may not feel fully integrated socially or politically into the community, or with large diverse ethnic populations with their independent and sometimes contradictory social mores.

The problem of disruptive behavior appears most severe at the junior high school level. There are many junior high school students who do not want to be in school. This, combined with the emotional turmoil which they are undergoing as a result of their passing through adolescence and the change from the small intimate environment characteristic of the elementary school to the less personal one characteristic of many secondary schools, provides reasonable rationale for the predominance of the problem at this level.

In terms of solutions to the problem--teachers as well as students at all levels are quite vocal in their support of tougher disciplinary measures directed at offenders. Substantial proportions of both students and teachers also appeared convinced that the problem could be corrected if "outsiders" were kept out of school buildings and off the school property. At the elementary level, students report that they are "hasseled" by junior high school students from nearby schools, and, at the secondary level with its large, difficult to control physical plants, many respondents appeared to feel that ready access can be gained by people who do not belong in the school building.

Teachers appear more sensitive to the impact of disruptive behavior on students than do the students themselves--perhaps reasonable given the "life's work" status of teaching on the part of the teachers and the less intense orientation toward the educational process of most students.

The data presented in the first report have attempted to draw a county-wide picture--obliterating many of the differences (in responses) that likely occur between schools. It is probable that a "disruptive behavior profile" drawn for some schools would be somewhat more favorable than the county-wide picture drawn in this report. However, this implies that there are some whose profile would be worse.

Operational Characteristics and Impact of Some of Dade's Programs Directed at Disruptive Behavior

According to interviews with students and teachers the Alternative School Program is basically operating as intended, providing small classes of students with individualized instruction in Basic Skills and providing access to career development opportunities such as vocational courses, conferences/classes with occupational specialists, and access to counselors. Although, as was mentioned in the Results section, there may have been some communication difficulty in the student interview situation, a substantial number of students did not appear to be currently enrolled in vocational courses. Additionally, a formal school-wide point or "behavior modification" system did not appear to be in operation in at least one of the four alternative schools. This fact may have more severe implications for teachers of the academic than the vocational skills, however. The latter appeared to be of greater intrinsic interest to the students interviewed and vocational teachers, thus, appeared to require little in the way of extrinsic reinforcers for the achievement of satisfactory in-class conduct. Additionally, some of the alternative school facilities appeared to be under-utilized, a factor as much due to the average estimated 40% absentee rate as to the seeming reluctance of elementary level principals to process students into the predominately junior high level alternative schools (Youth Opportunity North or South).

Data from observation of SCSIs operating within Dade secondary schools indicate that student behavior appeared to be controlled and appropriately directed in most cases. Most centers were manned essentially full time by a director and teacher-aide and appeared to contain suitable resource material and study aides and to be comparable to the rest of the school in quality of accommodations. The greatest proportion of students are enrolled in the center for tardiness/truancy followed in frequency by "general disruptive behavior".

In terms of the content of the SCSI program, for the average 3.0 day period in which students were enrolled, the greatest preponderance of staff time was devoted to academic tutoring/counseling. Other remediative procedures such as parent conferences, conferences with principals or administrators, etc., were employed in most (98.4%) of the cases observed. In most cases the student's regular program was continued and after the student was released from the center, follow-up procedures, both formal and informal, were applied.

Program Impact on two groups of students, those still in the Alternative Schools and those returned to the regular program, indicated mixed success. For those still in the alternative program, positive change in class motivation, class performance and in-class disruptive behaviors were noted by substantial percentages of evaluator-teachers. In a negative vein, teachers felt that approximately 11% of the students evaluated would not be able to graduate from high school and 6.0% would not be able to participate appropriately in full time employment after school on a regular basis. The teachers evaluating these students felt that about 20% of the students would "never" be able to participate in a regular program. Depending upon what objectives one focuses on in the evaluation of the alternative programs, whether successful passage to a regular program, or graduation, or participation in a full time job, these figures translate into "failure rates" of from 6 to 20%(as perceived by alternative school staff).

For those students who had been returned to the regular school program, substantial percentages (23 to 31%) were evaluated as requiring a return to the alternative school for remediation of critical behaviors (truancy and class performance/motivation). Overall, 20% of these former alternative

students were projected as requiring a return to the alternative school setting on a full time basis by evaluator-teachers. In a more positive vein, for most of those behaviors defining the "disruptive syndrome", (verbal/physical abuse of staff and students, and in-class disruptive behaviors), the majority of those students were rated "better" or "no worse" than the other students in the evaluator's classes. In summary, approximately 60% of these students were evaluated as likely to complete the regular school program--a favorably high rate given the probability that these students at one time or another were rated as failures in the regular school environment, prior to their treatment in the Alternative School setting.

Dade's Alternative School Programs, then, appear to be remediating disruptive behavior in substantial proportions of its students according to regular school teachers. Yet, according to estimates of Alternative School teachers, there remains a hard core who will likely not be able to complete any program or will be able to complete only an Alternative program.

In comparing the county's programs with those of other metropolitan areas, Dade's appear to be close to "state of the art" in terms of the variety and availability of programs to meet the needs of disruptive students. Miami, along with Oakland, California, was singled out by Dr. Bernard C. Watson of Temple University as a city which: "had addressed, with great skill, the problem of disruption, violence and vandalism," These comments were included in a study to be published next year (1977) entitled School Violence and Vandalism: Promising Practices and Alternatives.

At a recent Washington, D. C. conference on violence in the schools held by the Center for Educational Development and Research (CEDaR) a number of presenters, some from metropolitan school districts and others from university-based and private research organizations, discussed the problem and promising approaches to its solution. Although there were many suggestions pertaining to new solutions, no major programs, currently operational, appeared to constitute advances over Dade's current offerings. Los Angeles County Schools, for instance, is developing a K - 12 "Anti-Violence Curriculum" to be integrated into Health, English, and Social

Studies Courses. However, it had not been pilot-tested at the time of the conference and, as a result no data on its impact was available.

Many of the findings of this report were echoed by representatives of various organizations at the conference. A spokesman for the Council of Great City Schools, for instance, felt that it was time for the development of solutions based on a disruptive student's "total environment", including home, school, and peer culture; and felt that it was time for schools to stop assuming the total burden of responsibility for all aspects of a students behavior. He characterized, as a "universal cop-out", the current situation in which parents, community, and social and legal agencies are denying responsibility for modification of disruptive behavior.

Spokesmen for the National Association of Secondary School Principals felt that intruders were responsible for a substantial portion of violence in the schools (a perception of Dade's teachers) and strongly encouraged the following: (1) not using schools as "treatment centers", (2) cessation of the practice of juvenile courts granting continuance for juvenile criminals which has the effect of maintaining the presence of these individuals in the nation's schools, (3) seeking out and developing cooperative vocational programs as opportunities toward which to direct selected students, (4) encouraging the creation of residential settings for the remediation of disruptive student behaviors of a type or intensity requiring a total remediative environment, and (5) encouraging political entities to provide financial incentives for the construction of smaller (800 to 1500 students) secondary schools.

Finally, spokesmen for Fairfax County (Virginia) indicated development of an early identification program to pick out "unsuccessful" students who might later develop anti-social behavior.

Recommendations

The following section describes recommendations that the Planning and Evaluation Department feels are warranted based on the findings of this evaluation. It is recommended that, prior to adoption of some or all of these recommendations, a determination of the probable costs (as weighed against their likely benefits) would have to be made, and mechanisms for their implementation and operation precisely defined. Recommendations

presented below are not necessarily in order of importance.

1. Attempts should be made to develop and implement a procedure of earlier identification of the socially maladjusted child. Elementary principals appear reluctant to identify children as "socially maladjusted" and it usually isn't until well into the student's junior years that he or she is identified and placed in a special program. Junior high level alternative schools appear under-utilized. The implication of such an early identification program would not only be to alleviate such a problem but would enable "early treatment" of such problems at a more optimum point in the student's developmental sequence. Although no specific recommendation is made as to the form such procedures should take, initial screening could involve teams of professionals, competent in the identification/remediation of the socially maladjusted, traveling to individual elementary schools for the examination of cumulative folders of a number of "candidate-students" selected by that school's administration. Such screening and identification should occur well before the end of the student's sixth grade.

2. Additional in-service, or other opportunities for teachers in regular programs to gain knowledges and skills relevant for competency in coping with and modifying disruptive behavior, should be developed and made available. A substantial proportion of teachers at both secondary and elementary levels indicated that they would be interested in such an offering. Given the system-wide priority placed on "solutions" to the disruptive behavior problem, it would appear reasonable to recommend, also, that every attempt be made to remove whatever barriers might exist to teachers availing themselves of this opportunity fully--e.g., through the granting of released time for attendance of such in-service or whatever other administrative steps are deemed necessary. Staff and administrators of the Alternative Schools constitute a valuable resource from which input

to such in-service could be obtained, either in the form of information or actual participation. Another valuable resource is the teacher of the Socially Maladjusted at Cutler Ridge Junior High School. Her design and implementation of a behavior modification system for her students is close to "state-of-the-art" and includes changing reinforcement intervals, and transferring students from material rewards to social reinforcers. A video tape of her activity, sampling time intervals along the path of students' behavior change, would be a valuable addition to any in-service program.

3. The participation of Alternative School students in the countywide achievement testing program should be limited to those students who have exhibited sufficiently developed academic skills and self concepts to cope with the level of effort and subject mastery required by the test. Indeed, for such students, successfully coping with such a requirement could be taken as one indication of their readiness to be returned to the regular program.

   Administrators of some Alternative Schools have reported a devastating impact on other students, however, who, because of the current practice of universal participation in the testing program, had to participate. Such reported impact has included hyperactivity, temporarily depressed self concept, and increased acting-out. A program based, as the alternative program is, on remediating the student at his or her own pace, through individualized-prescriptive approaches to instruction in the basic skills, engenders not only increased skill, but an enhanced self-concept as well, through exposure of the student to "success experiences". For those students who have yet to be exposed to the remediative effect of such programming for a sufficiently long period of time, such efforts would appear to be defeated by administration of a test whose difficulty level operates to reinforce the negative self-concept which the program seeks to abolish.

4. Means should be identified and implemented to reduce the backlog of psychological testing required for students entering the Alternative School Program. Conversation with student services staff in some of the alternative facilities has revealed difficulty insuring the testing of incoming students within the required time frame.

*5. Procedures to insure the presence in schools (especially secondary schools) of only staff and currently enrolled students need to be developed and implemented. This recommendation arises from the response made by a substantial number of teachers that the presence of unauthorized persons in the school buildings constituted a major contribution to the level of disruptive behavior in their schools. Such procedures might include a requirement for enlarged on-site security forces, a greater faculty "presence" in the hallways and other common areas within the school between classes, or a reduction in the physical or administrative size of secondary school facilities.

*6. Attempts should be made by whatever means necessary to increase the breadth of sanctions available to the school system with which to react to disruptive behavior and to impress the student with the seriousness of his or her transgressions by moving through the "sanction severity" continuum at a more rapid rate than is currently the case. This would include referral of the student offender to the Juvenile Courts, where his specific offense is covered by Juvenile Court statutes. Such a policy would help address the reason given by many teachers for the apparent intensification of the disruptive behavior problem that "students observe that little happens to them as the result of their disruptive behavior".

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*Recommendations arising from the first report of this evaluation entitled Experience of Teachers and Students with Disruptive Behavior in the Dade Public Schools: June, 1976.

7. Dade schools should act as a facilitator and coordinator in setting up conferences with salient community, regional, and state agencies — both social and legal — with the objective of defining the relationship between the school system and these agencies in dealing with disruptive behavior. Emphasis might be placed on the performance of a "task analysis" to define those functions which are thought critical to the "solution" of the problem of disruptive/socially maladjusted behavior and to analyze the current system to determine where such functions need to be developed. Encouragement should be provided to the development of innovative programs which would enable the availability of a graduated series of options to fill the void between retaining a disruptive student in school and incarcerating him. Such options might include community service assignments, a seemingly effective approach employed by the juvenile authorities in Great Britain. Consideration should be given to the design and development of residential settings for the remediation of those students whose behaviors are of an intensity or a type requiring manipulation of the student's total environment.

   Dade schools should utilize these forums to reiterate the view that the problem is produced by, and therefore must be addressed by, the total social and political environment in which the student exists.

RESULTS*

The Follow Up of Students Still in the Alternative Schools

Table 1 below shows the extent to which change occurred along fifteen behavioral dimensions for 249 students currently enrolled in Dade's four Alternative Schools. As previously mentioned, these ratings were made by vocational or academic teachers within the Alternative Schools who were felt to have the most continuing exposure to the specific student being rated. In evaluating the responses illustrated in Table 1, it should be kept in mind that many of the children enrolled in Dade's Alternative Schools were so placed because of "acting out" incidents, i.e., aggressive physical or verbal behavior directed at teachers, administrators, or fellow students. One evaluation of the efficacy of the Alternative School environment then, is the extent to which behavioral dimensions related to those "acting out" behaviors (three, four, five, six, thirteen and fourteen) show positive change.

Of the 249 evaluations performed, the greater proportion (88.8 percent) were of students who had been admitted to the Alternative School Program through "regular" channels (involving decision of a placement committee and administration of a psychological). Median time in the alternative program for the students evaluated was nine months. Instructors performing the evaluation had a median "contact time" with the evaluated students of six months. Approximately two-thirds of the evaluators were academic teachers, the remainder vocational. Median years of teaching experience of the evaluators, and experience with the socially maladjusted was six years. Approximately 28 percent of the responding teachers were certified in the area of Emotional Disturbance and 33 percent were certified in some other area of special education. Descriptions of the students evaluated and the evaluator-teachers are presented in Appendix A.

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*In the following tables percentages of responses to specific response options may not total to 100%. This discrepancy is a function of the percentage of the respondents not answering that item.

TABLE 1

CHANGE IN BEHAVIOR OF STUDENTS CURRENTLY ENROLLED IN ALTERNATIVE SCHOOLS AS NOTED BY INSTRUCTIONAL STAFF

(N = 249 Students)

BEHAVIORS RATED	PERCENT RESPONDING TO EACH CHOICE						
	WAS A PROBLEM-- MUCH IMPROVED	WAS A PROBLEM-- SLIGHTLY IMPROVED	WAS NOT A PROBLEM-- STILL IS NOT	WAS A PROBLEM-- NO CHANGE	WAS A PROBLEM-- IS NOW WORSE	WAS NOT A PROBLEM-- IT IS NOW	NOT ABLE TO EVALUATE THIS BEHAVIOR
1. TRUANCY	15.3	16.1	34.5	18.9	4.0	4.4	6.8
2. TARDINESS	12.0	14.9	34.9	21.7	3.2	6.0	7.2
3. VERBAL ABUSE OF STAFF	8.4	12.4	56.6	5.2	1.6	3.6	12.0
4. VERBAL ABUSE OF FELLOW STUDENTS	6.0	22.5	45.4	10.8	0.8	4.0	10.4
5. PHYSICAL ABUSE OF STAFF	4.4	4.0	71.1	1.2	0.0	1.6	17.7
6. PHYSICAL ABUSE OF FELLOW STUDENTS	4.8	14.5	56.2	5.6	0.4	3.6	14.9
7. CLASS PERFORMANCE	20.5	22.1	30.5	10.8	1.6	6.4	8.0
8. CLASS MOTIVATION	18.9	25.3	30.5	11.2	1.6	4.4	8.0
9. SOCIAL INTERACTION WITH STUDENTS	10.8	19.3	48.6	8.0	0.8	1.6	10.8
10. DRUG ABUSE	1.6	4.4	34.5	2.8	0.8	1.6	54.2
11. HOME-RELATED PROBLEMS	5.6	2.0	19.3	4.8	0.4	2.0	65.9
12. GOAL ORIENTATION WITH RESPECT TO FUTURE SCHOOLING OR CAREER	6.8	9.2	18.9	13.7	0.4	1.6	49.4
13. THEFT/PROPERTY DAMAGE	2.4	2.0	52.6	2.0	1.2	1.2	38.6
14. IN CLASS DISRUPTIVE BEHAVIOR	14.9	18.9	45.8	6.0	0.8	4.0	9.6
15. EMOTIONAL PROBLEMS	14.1	15.7	45.0	6.8	1.6	2.8	14.1

In evaluating the results displayed above, a reasonable approach is to compare the percentage of teachers indicating some positive change in a behavior (responding 1 or 2) with the percentage indicating no change or change for the worse (responding 4, 5 or 6). Using that paradigm, the most impressive positive differences in the percentages occur in the cases of class motivation, class performance, and in-class disruptive behavior with 44.2 percent, 42.6 percent, and 33.8 percent of teachers, respectively, reporting positive change in behavior. Changes in dimensions related to disruptive behavior (such as verbal or physical abuse of staff, verbal or physical abuse of students, and theft/property damage) were also, on balance, positive, but to a lesser degree. Substantial percentages of teachers indicated that those behaviors had not been a problem or that they were not in a position to evaluate them.

Table 2 presents other data provided by the evaluator-teachers.

TABLE 2

OTHER EVALUATIVE INFORMATION ON CURRENT ALTERNATIVE SCHOOL STUDENTS

(Percentage of Teachers Responding with Each Option)

(N = 249)

How soon do you feel that this student will be ready to participate successfully in a regular school program?

27.7	in 6 months or less	23.3	in 6 months to one year
14.1	in 1 to 1½ years	12.0	in more than 1½ years
18.5	never	4.4	no response

Do you feel that this student will graduate from high school?

50.6	yes	36.5	undecided	11.2	no	1.6	no response

Do you feel that this student will be able to participate appropriately in full-time employment on a regular basis?

61.0	yes	31.3	undecided	6.0	no	1.6	no response

As shown in Table 2, the majority of teachers (51.0 percent) feel that the students being evaluated will be able to successfully participate in regular school programs in less than one year from the time of the evaluation. A substantial percentage of these students (18.5 percent) will, according to the evaluators, "never" be able to so participate. About half of the students evaluated were projected as being able to graduate from high school, but 61 percent of the evaluators indicated that these students will likely be able to participate appropriately in full-time employment.

In addition to evaluating the behavior of students, Alternative School teachers were asked to comment on their use and perceived efficacy of behavior modification systems employed at their schools. Additionally, they were asked to rank a number of program features in terms of the extent to which they were perceived as being responsible for positive impact on students' behavior. Table 3, below, presents teacher's reactions to these issues in terms of the percentages of teachers selecting each response option. Data shown for the last item is the percentage of teachers selecting each option as a first choice.

As illustrated by the table, approximately three-quarters (75.9 percent) of all responding teachers use a behavior modification system of one sort or another. The majority of the responding teachers (70.3 percent) grade the point system favorably (indicating that it works or "sometimes" works). Of those (6.0 percent) who feel that the point system does not work, most (60.8 percent) feel that that is so because the rewards and privileges intrinsic to the system are not valued by the students. Of the program features listed as possible "causes" of improved student behavior, the counseling program and academic program were selected as the most important by the greatest percentage of respondents with Career Education/Vocational training a close third.

TABLE 3

ALTERNATIVE SCHOOL TEACHERS' EVALUATION
OF PROGRAM FEATURES

(N = 249)

Do you use a point (behavior modification) system to manage student behavior?

75.9% Yes 24.1% No

Does the point system seem to be working? (Check one)

38.6% Yes 31.7% Sometimes 6.0% No 23.7% Undecided

If you checked "no", why not? Check all that apply:

7.8% Too much paper work and record-keeping

31.4% Teachers have their own standards and see behaviors differently.

60.8% Available rewards and privileges are not valued by the students.

Please rank the following seven alternatives in terms of the extent to which you feel they accounted for this student's improved behavior. Use 1 as the most important, 2 as the next most important, etc. Please rank every statement.

22.9%	Counseling Program	10.2%	Point System
22.0%	Academic Programming	9.2%	Parent Involvement
17.6%	Career Education/ Vocational Training	5.4%	Peer Group Influence
12.7%	School Administration		

Evaluation of Former Alternative School Students' Behavior in a Regular School Setting

As previously mentioned, regular school teachers were asked to evaluate the behavior of a number of students who had previously been enrolled in one of the four Alternative Schools.

Table 4, below, presents the findings of this evaluation. Unlike the evaluation of Alternative School students still enrolled at those schools, the ratings given the behavior of former Alternative School students by teachers in regular school settings relate student behavior to the behavior of other students in class at a single point in time. A second dimension intrinsic to the evaluator's rating is an indication of the extent to which special assistance is required to remediate those behaviors evaluated unfavorably.

Teachers performing these evaluations reported a mean exposure to the students evaluated of 4.8 months. Three-quarters (74.8 percent) of the students evaluated were returned to regular schools with full approval of the Alternative School.

Many evaluator-teachers felt that they were not in a position to evaluate four of the fifteen behaviors rated (drug abuse, home-related problems, goal orientation with respect to future schooling or career, and theft/property damage). For these behaviors, 77.4 percent, 72.2 percent, 41.7 percent, and 60.9 percent of the evaluator-teachers indicated that they were "not in a position to evaluate these behaviors".

A number of approaches can be taken to summarize the data displayed in Table 4. One technique is to compare the percentage of respondents indicating that a student's behavior is <u>better</u> or <u>no different</u> than other students in the class (1 or 2) with the percentage indicating that a particular behavior is worse (3, 4, or 5). Another critical bit of information is the percentage of teachers rating a behavior "5", indicating the need for a full-time remediative program outside the school--possibly a return to the Alternative School setting. This percentage can reasonably be interpreted as a "failure rate", definitive of the percentage of students who were not effectively remediated with respect to that behavior by the Alternative School.

TABLE 4

EVALUATION OF BEHAVIOR OF FORMER ALTERNATIVE SCHOOL STUDENTS, RELATIVE TO OTHER STUDENTS IN A REGULAR SCHOOL SETTING

(N = 115 Students)

BEHAVIORS RATED	PERCENT RESPONDING TO EACH CHOICE					
	BEHAVIOR IS BETTER (1)	BEHAVIOR IS NO DIFFERENT (2)	BEHAVIOR IS WORSE - DOES NOT WARRANT SPECIAL ASSISTANCE (3)	BEHAVIOR IS WORSE - DOES WARRANT SPECIAL ASSISTANCE AVAILABLE IN MY SCHOOL (4)	BEHAVIOR IS WORSE - WARRANTS A FULL-TIME SPECAIL PROGRAM NOT AVAILABLE IN MY SCHOOL (5)	NOT IN A POSITION TO EVALUATE BEHAVIOR ADEQUATELY (0)
TRUANCY	16.5	24.3	14.8	13.9	27.0	3.5
TARDINESS	20.0	39.1	6.1	13.9	14.8	6.1
VERBAL ABUSE OF STAFF	32.2	27.8	8.7	10.4	10.4	10.4
VERBAL ABUSE OF FELLOW STUDENTS	22.6	35.7	13.9	9.6	9.6	8.7
PHYSICAL ABUSE OF STAFF	33.0	38.3	5.2	4.3	3.5	15.7
PHYSICAL ABUSE OF FELLOW STUDENTS	31.3	33.9	7.8	7.8	4.3	14.8
CLASS PERFORMANCE	6.1	23.5	17.4	24.3	23.5	5.2
CLASS MOTIVATION	9.6	19.1	13.9	21.7	31.3	4.3
SOCIAL INTERACTION WITH STUDENTS	9.6	39.1	19.1	10.4	9.6	12.2
DRUG ABUSE	9.6	7.0	0.9	2.6	2.6	77.4
HOME-RELATED PROBLEMS	1.7	4.3	4.3	7.0	10.4	72.2
GOAL ORIENTATION WITH RESPECT TO FUTURE SCHOOLING OR CAREER	5.2	13.0	6.1	14.8	19.1	41.7
THEFT/PROPERTY DAMAGE	14.8	15.7	1.7	4.3	2.6	60.9
IN CLASS DISRUPTIVE BEHAVIOR	24.3	30.4	16.5	10.4	14.8	3.5
EMOTIONAL PROBLEMS	8.7	28.7	17.4	11.3	22.6	11.3

For all those behaviors defining the "disruptive behavior syndrome" except one (theft/property damage), the majority of the students rated were seen as "better" or "no different" than other students in the evaluators' classes. The latter behavior (theft/property damage) is one which a majority of teachers do not feel they are in a position to evaluate. For these behaviors, ten percent or fewer of the students evaluated were seen as requiring a return to an alternative program for remediation, a fairly low "failure" rate.

In terms of the extent to which regular schools were able to "hold" these students, ratings were less favorable, with 27 percent of former Alternative School students' "truancy" ratings sufficiently bad to indicate a return to an alternative program. Academic performance and motivation were also poorly rated with 23.5 and 31.3 percent, respectively, receiving sufficiently poor ratings to indicate a return to the alternative program. In summary, it would appear that those behaviors which together define the "disruptive syndrome" are not sufficiently present to warrant a return to the Alternative School settings for a significant proportion of the students. Truancy and academic performance/motivation are behaviors, however, which appear to have been unsatisfactorily remediated in the Alternative School setting for a substantial proportion of these students.

Evaluator-teachers were also asked to provide some long range predictions as to what would happen to the students being evaluated with respect to academic and vocational factors. Table 5, below, displays the questions used and the percentages of teachers selecting each of the response options.

As illustrated by this table, about sixty percent of the evaluated students are seen as being able to complete the regular school's program with help (if needed) available within the regular school. Seventeen percent are seen as likely "drop-outs". The "success" rate of sixty percent appears substantial given the likelihood that these students were perceived at one time as those whose needs couldn't be met in a regular school setting.

TABLE 5.

LONG RANGE ACADEMIC AND VOCATIONAL PREDICTIONS CONCERNING FORMER ALTERNATIVE SCHOOL STUDENTS

(N = 115 Students)

Please read the 4 statements below and check the one that most accurately describes your feelings. Check only one.

30.4	Student should be able to complete the program at this school without special help (available in this school) for behavior problems.
28.7	Student should be able to complete the program at this school ony with special help (available in this school) for behavior problems.
20.0	Student probably will not complete the program at this school but will be assigned to a special program for students with behavior problems (alternative school).
17.4	Student will "drop out" of school before completion of the program at this school.
3.5	No response

Do you feel that this student will graduate high school?

27.0 Yes 30.4 Undecided 40.9 No 1.7 No response

Do you feel that this student will be able to participate appropriately in full-time employment on a regular basis?

42.6 Yes 33.9 Undecided 21.7 No 1.7 No response

Responses to the last two items indicated that teachers feel a substantial proportion (40.9 percent) will likely not graduate from school and a lesser percentage (21.7 percent) will likely not be able to participate appropriately in in full-time employment.

Information Descriptive of SCSI Operations

As previously mentioned, observation of SCSIs and interviews with SCSI staff were conducted by members of the Student Services Department using forms and procedures developed by the Evaluation Studies Section. Although no special study of the impact of SCSIs was performed for this evaluation, teachers' comments regarding the efficacy of SCSIs relative to other techniques designed to cope with unacceptable student behavior were collected and will be briefly discussed in this report. The following section is split into two parts; the first presents data gathered as part of an observation of functioning SCSIs and the second presents data gathered through the interview with SCSI directors. Data presented in most of the following tables represent the percentage of observers checking each item-response option.

Table 6, below, presents data descriptive of the behavior of SCSI students and staff at the time of observation.

As shown in Table 6, student behavior appeared to be controlled and appropriately directed in most cases. In only 9.8 percent of the SCSIs observed, were students doing "nothing of a goal oriented appearance" or engaging in "out of control behavior" and, in about three-quarters of the observations (73.8 percent) the SCSI environments were characterized as "free of disruptive behavior". The control and affective orientation maintained by the staff also appeared to be optimal for all or most observations. Of those situations where it was possible to observe students' response to staff direction, virtually all situations were characterized by students' observance of these directions. None of the SCSI staffs were evaluated as "unfairly harsh".

Table 7, below, displays information descriptive of staff and student population present at the time of observation.

TABLE 6

SCSI STAFF AND STUDENT BEHAVIOR AT TIME OF OBSERVATION

(N = 61 Observations)

Predominant student activity.

63.9%	Studying
4.9%	Talking with one another
13.1%	Interacting with SCSI staff
9.8%	Nothing of a goal-oriented appearance
0.0%	Out of control behavior

Level of noise or other disruptive behavior.

0.0%	So disruptive as to preclude concentration
3.3%	A moderate amount of disruptive behavior present
13.1%	Occasional spurts of disruptive behavior present
73.8%	For the most part, the SCSI environment was free of disruptive behavior

Apparent amount of control maintained by the SCSI staff.

0.0%	Directions or requests almost totally ignored by students
3.3%	Directions or requests observed about half of the time
57.4%	Directions or requests observed most of the time
29.5%	No opportunity to observe students' responses to requests

Affective orientation of the SCSI staff toward the students.

3.3%	Laissez - faire
75.4%	Firm, but benevolent
0.0%	Unfairly harsh

TABLE 7

STAFF AND STUDENT CHARACTERISTICS AT TIME OF OBSERVATION

(N = 61 Observations)

School-function of staff present at time of observation.

Percent of Observations when Present	Function
90.2	SCSI director
60.7	Teacher-aide
0.0	Lay aide (paraprofessional)
3.3	Student aide

Ethnic/Racial breakdown in the SCSI at time of observation.

Median Number	
2.00	White
3.00	Black
1.00	Spanish

As illustrated by the table, SCSI directors and teacher-aides were present in the vast majority of cases. Approximately one-half of the pupils in the SCSIs at the time of observation were Black.

Table 8, below, displays information descriptive of the facilities and equipment available within the SCSIs and the extent to which the quality of the environment was comparable to the school.

TABLE 8

EVALUATION OF SCSI FACILITIES AND EQUIPMENT

(N = 61 Observations)

Extent to which individual study space was available.

Percent of Observations	
86.9%	Adequate work space for all students was available
1.6	Students appeared to be somewhat crowded
8.2	Space available appeared to be inadequate

Presence of the following material in the SCSI. (Percent of observation where material was present).

95.1	General reference material
91.8	Reading/math curricula material
70.5	Magazines, periodicals, or other attractive, relevant reading material
70.5	Career information
77.0	Audio/visual equipment
36.1	Study carrels
95.1	Individual chairs/desks

Extent to which the SCSI room is comparable to the rest of the school in terms of presence and quality of accomodations (seating, air conditioning, lighting, quality of decor, etc.) (Circle appropriate number on scale, below).

5	4 X	3	2	1
apparently of a similar or better quality	Mean = 3.89			Far below the standards of the rest of the school

According to the data presented above, adequate work space was available in the vast majority (86.9 percent) of the cases as were all the materials listed with the exception of study carrels. Additionally, the "average" SCSI room appeared to be roughly equivalent, in terms of presence and quality of accomodations to the rest of the school.

The following section will discuss results of interviews held with SCSI directors at the conclusion of the previously discussed observations. Information gathered included staff descriptions and schedule, student characteristics, and remediative procedures characteristic of the centers.

Table 9, below, displays information descriptive of centers' staffing and scheduling.

TABLE 9

SCSI STAFFING AND SCHEDULING (FROM INTERVIEWS)
(N = 61 Observations)

School functions and work load of the SCSI staff.

	% of Centers Where Individual is on Staff	Mean Hours/Week
SCSI director	96.7%	24.9
Teacher-aide	75.4	15.6
Lay-aide	0.0	0.0
Student-aide	1.6	0.0
Guidance Counselor	16.4	0.4
Other	6.6	0.3

Mean period of time SCSI is operated each day:

Total hours per day 6.49

Mean number of students contained at any one time during the day.

2.82 (minimum number) 17.85 (maximum number) 8.31 (current number)

As shown above, the great majority of centers had directors and teacher aides on the staff--the former contributing slightly more than one-half time per week (24.9 hours) on the average, and the latter contributing roughly one-third time per week.

The "average" SCSI operates for approximately six and one-half hours per day and currently contains eight students.

Table 10 , below, displays reasons given for placing students in the center.

TABLE 10

OFFENSE CATEGORIES OF STUDENTS CURRENTLY ENROLLED IN SCSIs

(N = 61 Interviews)

Median Percent	Offense Category
3.0	Verbal assault/teacher or student
2.0	Physical assault/teacher or student
50.0	Tardiness/truancy
0.0	Theft
0.0	Inattention in class/academic failure
0.0	Drug related problems
20.0	General disruptive behavior

As illustrated, the most "popular" offense category is tardiness/truancy, followed by "general disruptive behavior".

Data displayed in Table 11, below, is descriptive of the operational features of the SCSIs.

TABLE 11

OPERATIONAL FEATURES OF SCSIs

(N = 61 Interviews)

Approximate period of time (in days) students are assigned to the SCSI. (Median)

10.0	Maximum
2.0	Minimum
3.0	Average

Employment of other remediative procedures upon assignment of student to SCSI.

98.4% Yes 1.6% No

If "yes", what are these (check as many as apply).

88.5% Parent conferences

68.9% Mandatory counseling

73.8% Peer/teen counseling

85.2% Conferences with AP or other administrators

Median percentage of director's and staff's time devoted to the following activities.

40.0% Academic tutoring/counseling

25.0% Administration of regular academic program continuance

20.0% Personal counseling

1.0% Containment of disruptive behavior

10.0% Interaction with additional school/community resources (counselors, administrators, parents, police, etc.)

Students appear to be assigned to centers for an average of three days, and, in most cases (98.4 percent) such assignment triggers the employment of other remediative procedures. The bulk (65.0 percent) of staff time is consumed in academic tutoring/counseling and administration of regular academic program continuation. Only a relatively small proportion of time is given over to counseling, or other similar procedures, although, as previously indicated in the table, such counseling usually does occur outside the center.

TABLE 11 (Continued)

Extent to which assigned student's academic program is maintained while he or she is assigned to the center.

72.1% Regular program is maintained through teacher assignments and checking of work

24.6% Remediation in basic skills offered, but no attempt to maintain the regular program

1.6% Non-academically oriented

Follow up procedures employed with students who leave the center.

42.6% Yes, all

49.2% Yes, for selected offense categories or students

6.6% No

If "yes", procedures employed:

67.2% Informal, periodic contact with student's teacher

54.1% Follow up "behavior checklists" to indicate nature of adjustement

44.3% Review of report cards, or other indices of academic behavior

60.7% Personal, informal contact with SCSI "graduates"

Behavior modification procedures employed within the SCSI for changing:

inappropriate social behavior:

39.3% Extensively

55.7% To some extent

4.9% Not at all

inappropriate academic behavior:

32.8% Extensively

62.3% To some extent

4.9% Not at all

The great majority of centers maintain the school's academic program while the student is enrolled in the center through the continuance of teacher contact. Follow up procedures appear to be extensively employed, with 92 percent of directors indicating that such procedures are employed with all or selected students. Two-thirds (67.2 percent) of SCSI directors responded that informal contact, with the students' teachers is often used. However, more than one-half of the respondents (54.1 percent) also indicated that follow-up behavior checklists and other more formal follow up procedures were employed.

Finally, more than 90 percent of the responding SCSI directors indicated that behavior modification was used for changing both inappropriate social and inappropriate academic behavior.

Although no formal evaluation of the impact of SCSIs on student behavior was performed, teachers responding to a request for an evaluation of the relative efficacy of various tactics to modify disruptive behavior rated placement in SCSIs ninth most effective of the thirteen procedures listed.

Staff and Student Comments Regarding the Alternative School Program

Informal staff interviews were held with a number of teachers (both academic and vocational), administrators, visiting teachers, and occupational specialists at the Altnerative Schools. These individuals indicated general adherance to most operational guidelines with some exceptions. Behavior modification tactics did not appear to be applied in at least one of the centers, and, in the case of at least one facility, students were being enrolled with a substantial lag in psychological testing. Several visiting teachers reported great difficulty in obtaining effective parent assistance in extending the remediative environment into the home (one alternative school principal estimated that the majority of his students' parents literally have no control over them). Administrative staff of at least one Alternative School reported a problem of facility under-utilization, due to the general reluctance of elementary principals to refer students to alternative facilities. Many of the instructional staff, although enthusiastic about the impact their program was having on student behavior, admitted that the professional and emotional demands made by their positions were extensive, and strongly suggested that a program of rotation back to regular programs be made available. On the positive side, academic teachers appeared to be utilizing state-of-the-art techniques (diagnostic testing and prescriptive approaches to instruction individualization) and, in most facilities, occupational specialists and other support staff appeared to be interacting with students successfully in instructing them in employability skills and other competencies relevant to successful integration into society.

Approximately twenty students from each of the four Alternative Schools were interviewed to ascertain their exposure to academic/vocational/counseling aspects of the alternative program and to obtain their evaluation of other aspects of the program.

Three-quarters (75.0 percent) of the respondents-students were male. Approximately three-quarters (72.4 percent) were Black, 22.4 percent

White and 5.3 percent Spanish. About one-half of the students interviewed lived with both parents in homes containing (on the average) six people.

It should be noted, as a prelude to the following discussion, that communication with many of the responding students was difficult and that there could well have been mutual misunderstanding of the questions asked or the responses given.

Table 12, below, shows the percentage of students who indicated current enrollment in each of the listed classes.

TABLE 12

CURRENT CLASS ENROLLMENT OF
INTERVIEWED ALTERNATIVE SCHOOL STUDENTS
(N = 80 students)

Classes currently attending:

88.2%	Math	93.4%	Reading (English; Communications)
44.7	Science	52.6	Social Studies
27.6	Home Economics	5.3	Construction Trades
3.9	Small Engines	3.9	Automotive
23.7	Counseling Activities	28.9	Art
38.2	Music (Chorus; Instruments)	3.9	Agriculture (Farming)
11.8	Graphic Arts (Mechanical Drawing)	80.3	Physical Education

As indicated by Table 12, the vast majority (approximately 90.0 percent) of the interviewed students were enrolled in Math and Reading classes with substantial percentages indicating enrollment in Science and Social Studies. Relatively small percentages, however, indicated enrollment in the vocational courses listed (small engines, construction, Automotive, and Agriculture), and only approximately one-quarter (23.7 percent) indicated current enrollment in a counseling course of any kind. The percentage figures for enrollment in vocational classes appeared low given

the salience of vocational preparation to the Alternative School program. The current development of increased capability in vocational education at both Youth Opportunity North and South should adequately address this issue, however.

A number of questions were asked to ascertain students' feelings concerning behavior modification approaches (point systems) that are an integral part of the Alternative School experience. Table 13, displays data gathered in this area.

TABLE 13

STUDENTS' EXPOSURE TO AND EVALUATION OF THE BEHAVIOR MODIFICATION SYSTEM

(N = 80 students)

Can you earn points for good work and/or good behavior?

94.7% Yes 1.3% No 3.9% Not sure

If yes, how many of your teachers give points?

69.7% All 9.2% Most 15.8% Just a few

Do the points help you do better school work?

56.6% Yes 13.2% Sometimes 27.6% No

Do the points help you behave better?

60.5% Yes 7.9% Sometimes 28.9% No

Do you like most of the things the points can be "cashed-in" for?

82.9% Yes 11.8% No

As illustrated in the table above, virtually all (94.7 percent) of the students interviewed had been exposed to a "point system" of one kind or another, with approximately 80 percent reporting that "all" or "most" of their teachers gave points. Although objective data regarding the efficacy of the behavior modification system employed were not gathered, it was the perception of the majority of the students interviewed that the points helped their academic and social behavior. Further, the vast majority (82.9 percent) indicated that they liked most of the things points could be turned in for (activities, free time, etc.).

The next series of items in the interview were included to measure the exposure of the students to the counseling program. Data obtained from student's responses to these items are displayed in Table 14 .

TABLE 14

EXPOSURE OF INTERVIEWED STUDENTS TO COUNSELING PROGRAMS WITHIN THE ALTERNATIVE SCHOOLS

(N = 80 students)

Does your school have a counselor or group of counselors?

94.7% Yes 0.0 No 5.3% Not sure

If yes, do you know your counselor's name?

89.3% Yes 19.7% No

Have you talked with your counselor since you've been at this school?

70.9% Yes 21.1% No

If "yes", what did you talk about? (Check as many as may apply)

59.2%	Course selection or scheduling problems
25.0	Problems at home
38.2	Problems regarding jobs or work after school
27.6	What I'm going to do after I get out of school
40.8	Problems with other students
34.2	Problems with a teacher
30.3	Problems about my grades
11.8	Problems with drugs
32.9	Problems understanding myself
15.8	Other personal problems
1.3	Other

CONTINUED

TABLE 14 (Continued)

How long ago did you see your counselor to discuss problems or to ask questions?

30.3%	About a week ago	21.1%	2, 3, or 4 weeks ago
23.7%	Longer than a month	11.8%	Never

Did you ask to see your counselor or did he ask to see you?

35.5%	I asked	40.8%	He asked

How soon after you asked were you able to talk with him/her?

30.3%	Right away	3.9%	That same day
2.6%	The next day	2.6%	2, 3, days later
0.0%	About a week	0.0%	Longer than a week

Do you have a regular appointment with your counselor?

18.4%	Yes	76.3%	No

Are you involved in group counseling activities at least once a week?

25.0%	Yes	69.7%	No

Are you involved in individual counseling activities at least once a week?

9.2%	Yes	85.5%	No

As seen in the table above, most (94.7 percent) of the students interviewed are aware of there being a counselor available in the school, and are aware of his/her identity. Seventy point nine percent report having conversed with the counselor since entering the school. Most frequently mentioned topic of conversation was "selection/scheduling", (mentioned by 59.2 percent of the students), problems with other students (40.8 percent mentioning), and problems regarding jobs or work after school. The availability of counselors to assist in other than course selection/scheduling is noteworthy, given the customary focus on that activity by the counselors in "regular" schools. Over one half (51.4 percent) of those students interviewed reported contact with the counselor in the last month. According to student response,

40.8 percent of the contact is initiated by the counselor, slightly less (35.5 percent) by the students. In those cases where students indicated that their last contact was at their request, most indicated that they were able to see the counselor "right away". Relatively low percentages indicated formal, regularized contact with the counselor. Eighteen point four percent indicated that they had a regular appointment with the counselor, and 25 percent indicated that they were involved in weekly group counseling activities. Nine point two percent indicated that they were involved in individual counseling activities. Some other type of remediative, quasi-counseling contact may, however, have been made with other of the student services workers (visiting teacher, occupational specialist, etc.).

The availability of people and programs to direct student behavior along adaptive social and vocational channels is an intrinsic part of the Alternative School program. An item was included to address the question of whether or not the student had engaged in conversation or any interaction related to these issures. Table 15, below, presents information describing whether or not such interaction took place, and with whom.

TABLE 15

RECENT INTERACTIONS REGARDING EMPLOYABILITY SKILLS

(N = 80 students)

In the past two weeks have you talked with anyone in the school about:

% of Students Responding "yes"		Staff With Whom Varying Percentages of Students Interacted			
		Academic Teacher	Vocational Teacher	Counselor	Occupational Specialist
55.3%	How to get a job.	3.9	7.3	13.2	36.8
23.7%	How to get along with your boss.	1.3	0.0	7.9	11.8
19.7%	How to get along with fellow workers.	1.3	0.0	7.9	9.2
18.4%	How to dress/groom appropriately.	2.6	0.0	3.9	10.5
39.5%	Work habits, doing a good job, etc.	5.3	0.0	13.2	18.4
28.9%	What kind of a job I should get.	2.6	0.0	6.6	18.4
27.6%	How to get along with teachers and "people in charge".	1.3	0.0	13.2	9.2
9.2%	How to get along with my parents.	0.0	0.0	7.9	0.0

's indicated in Table 15 , substantial percentages of students report recent conversations about work related issues (how to get a job, appropriate work habits, etc.). Most of the students who indicated such conversations identified the occupational specialist as the "other" person with whom they had such conversations. Counselors were identified as that class of professional with whom students conversed next most frequently. Conversations regarding how to get along with parents and other authority figures were also reported by substantial proportions of students.

Students were also asked to evaluate the relative merits of the regular and Alternative School programs by identifying worst and best listed features.

Table 16 displays data collected in response to these questions.

TABLE 16

STUDENT'S EVALUATION OF THE REGULAR AND ALTERNATIVE SCHOOL PROGRAM

(N = 80 Students)

Think about the school you came from... what things about the schools, or the people in it, gave you trouble or "turned you off" the most...Pick three of the worst.

46.1%	The teachers
18.4	The work (reading, math, etc.)
38.2	The other students
2.6	The size of the school (number of kids)
30.3	Trouble getting help when you need it
0.0	The vocational classes
3.9	Getting to school (bus, etc.)
27.6	The rules of the school
50.0	The people who run the school (Principal, Assistant Principal)
2.6	The counselors

(Continued)

TABLE 16 (Continued)

What is the one thing you like best about this program? (Check one)

% Responding	
17.1%	Academic classes
10.5	Vocational classes
2.6	Counseling activities
18.4	Teachers
46.1	Other (specify) "teachers & administrative staff don't hassle me"

What "turns you off" the most here at this school? Pick three of the worst

% Responding	
10.5	The teachers
6.6	The work (reading, math, etc.)
39.5	The other students
0.0	The size of the school (number of kids)
2.6	Trouble getting help when you need it
1.3	The vocational classes
5.3	Getting to school (bus, etc.)
3.9	The rules of the school
9.2	The people who run the school (Principal, Assistant Principal)
0.0	The counselors

How could your program be improved? (Check one)

% Responding	
1.3	Fewer students per class
25.0	More academic work
2.6	Less academic work
5.3	More career/vocational classes
0.0	Less career/vocational classes
3.9	More counseling
0.0	Less counseling
55.3	Other (please specify) "Making the other kids behave"

In terms of the regular schools from which the students came, the most disliked aspects (in decreasing magnitude of response) were "the people who ran the schools", "the teacher", and "the other students". The content of the school experience, i.e., the school work, was perceived as a "least attractive" aspect of the school by relatively few students. In evaluating the alternative program, "best liked" aspects included a feeling on the part of these students that the administrators and teachers were not unduly "hassling" them and that, in academic classes, especially, the instruction was geared in such a way as to enable them to progress (i.e., was individualized to take into account their specific strengths and weaknesses). The most frequently mentioned disliked feature was "other students". Following this comment, most frequently mentioned ideas for improving the alternative program were directed at controlling of other students' behavior.

A final series of questions asked students to look into the future and try to determine what it would hold. Table 17, below, presents data derived from these questions. Only slightly more than half of the students interviewed (55.3 percent) indicated a desire to return to the regular school setting. Most, when asked to guess when they'd be ready to return to the regular program, indicated a one to two quin period.

In looking into the future, most students expressed a fair degree of optimism, with a majority indicating that they thought that they would be able to graduate from high school and get a good job. Many students appeared to have unrealistic ambitions, however, many indicating preferences for careers in entertainment or sports, notoriously difficult fields to enter.

TABLE 17

ALTERNATIVE SCHOOL STUDENT'S
FUTURE PERCEPTIONS

Do you want to return to a regular school or would you rather finish school here?

55.3% regular school	40.8% stay here	3.9% not sure
1	2	3

When do you think you should be ready to return to a regular school?

36.8%	end of quin
26.3%	two quins from now
1.3%	three quins
1.3%	four quins
1.3%	five quins
1.3%	longer than five quins
25.0%	never

Do you think you're going to:

	Yes	Don't Know	No
a. graduate from high school	80.3%	13.2%	5.3%
b. be able to return to a regular school	75.0%	6.6%	18.4%
c. get a good job when you leave high school	81.6%	17.1%	0.0%

Description of Students Exhibiting Norm Varying Behavior and Characteristic System Responses

As part of a cooperative effort with the Office of Equal Educational Opportunity, the Planning and Evaluation Department designed forms and procedures to collect data descriptive of the disruptive history of 1,240 of Dade's "worst" students. Data in all cases were extracted from cumulative folders of students who had been selected from current (summer of 1975) incident reports. Data abstracted included: (1) recent SAT Achievement Test results, (2) a specific listing of type of incidents given in the record, (3) participation in various remediative programs and diagnostic processes, (4) record of suspensions and expulsions, (5) a temporal description of the onset of the disruptive behaviors, and (6) a description of the six most recent offenses and action taken by the school system.

For this report a description of findings for all students is generated as well as a separate description of findings for two unique groups of students.

1. Those whose six most recent offenses included behavior directed at staff or involved weapons and,
2. Those whose offenses were directed at other students or against property.

It was felt that the first group had exhibited behavior significantly more serious than the second and it was of interest to determine if actions taken by the school system were correspondingly more severe than actions taken in the case of the second group.

Of the more than one thousand students whose files were examined, 76 percent were male, and 24 percent female. The majority (62.4 percent) were Black, 22.9 percent were White or "other", and 7.9 percent were Spanish. For those students who had achievement scores available, scores were quite low in most cases. Table 18, below, displays median achievement of these students on three subtests of the Stanford Achievement Test (SAT).

TABLE 18

MEDIAN ACHIEVEMENT TEST SCORES FOR STUDENTS WITH NORM VARYING BEHAVIOR

(N = 1160)

	Stanine	Grade Equivalent	Percentile
Reading	3.0	4.9	10.0
Math Concepts	3.0	5.0	9.0
Math Comprehension	3.0	5.2	11.0

As illustrated, above, scores relating performance to that of age - peers (stanine and percentile scores) are quite low. Grade equivalent scores for all subtests indicate performance at or about the fifth grade level, also low considering that virtually all these students are at the secondary level (grades 8 through 12)

A determination was made of the extent to which various "norm varying behaviors" appeared in these students' records. Table 19, below displays this information for all students in the sample and for the two groups of students previously mentioned who were divided in terms of offense severity.

TABLE 19

APPEARANCE OF VARIOUS INCIDENTS IN STUDENTS' CUMULATIVE FOLDERS

(N = 1240)

	All Sampled Students	Students With Records of Staff-Directed Violence	Students With Records of Student-Directed Violence
Verbal Assault/staff	51.0%	90.8%	52.6%
Verbal Assault/students	23.5	36.3	29.0
Physical Assault/staff	9.3	19.4	9.2
Physical Assault/students	38.8	53.3	53.1
Theft/larceny/robbery	12.4	16.0	17.9
Breaking & Entering	2.2	1.8	3.8
Drugs	4.6	8.7	5.0
Weapons	6.8	10.8	8.8
Sex	1.6	2.1	2.1
Truancy/Class cutting	56.3	63.1	79.5

For all students sampled, verbal assault, expecially directed at fellow students, is quite high. A significant number of these students (38.8%) also had records of physical assault of fellow students.

Three items were included to determine what sorts of action had been taken by the school in response to these offenses (enrollment in special programs, suspension/expulsion, etc.). Table 20, below, describes these findings.

TABLE 20

ACTION TAKEN BY THE SCHOOL SYSTEM
IN REACTION TO OFFENSES
(N = 1240)

Programs	All Sampled Students	Students With Records of Staff-Directed Violence	Students With Records of Student-Directed Violence
Centers for Special Instruction	23.7%	35.0%	31.2%
Youth Opportunity South	16.2	22.2	19.5
Youth Opportunity North	15.5	19.6	16.5
MacArthur South	14.0	17.5	17.8
MacArthur North	30.3	27.1	29.1
TriCenter	0.2	0.0	0.6
Drug Programs	1.1	2.1	1.3
Adult Education Programs	0.5	0.6	0.8
Suspension/Expulsion Record			
Median time suspended in school (SCSI, etc.)	2.0	2.0	2.0
Median time suspended out of school	2.0	2.5	2.0
Median times expelled	1.0	1.0	1.0
Median total days suspended or expelled	10.0	20.0	12.5

Approximately one-quarter of all sampled students had been exposed to SCSIs, and over three-quarters of those students had passed through opportunity schools (assuming no recidivism). Although a slightly greater percentage of students with records of "staff-directed violence" had been exposed to the special programs, the difference did not appear noteworthy.

As shown by Table 21, below, 2.0 percent of these students had police records, 6.9 percent had Juvenile Court records, and 3.8 percent had adjudication status. Approximately 42.8 percent had undergone psychological evaluation.

TABLE 21

PERCENT OF STUDENTS HAVING
RECORDS OF JUDICIAL/DIAGNOSTIC PROCESSING
(N = 1240)

Percent of Students Having:	
Police Record	2.0%
Juvenile Court Record	6.9
Adjudication Status	3.8
Psychological Evaluation	42.8
Medical Record Indicating Significant Physical Problems and Psychological Problems	12.1 24.7

Of particular interest were the ages at which various milestones describing the passage of students through the "norm-varying behavior syndrome" were passed. Table 22, below, illustrates the median age at which these milestones occurred for the three student categories previously mentioned.

TABLE 22

MEDIAN AGES AT WHICH STUDENTS WITH NORM-VARYING BEHAVIOR PASSED THROUGH VARIOUS DISRUPTIVE SYNDROME MILESTONES

(N = 1240)

	MEDIAN AGE		
	All Sampled Students	Staff-Directed Offenses	Student-Directed Offenses
Entrance into Dade County School System	6.0	6.0	6.0
First Indication of Problems	9.0	9.0	9.0
First Psychological Evaluation	11.0	11.0	11.0
Last Psychological Evaluation	12.0	12.0	12.0
First Internal Suspension	13.0	13.0	13.0
First External Suspension	13.0	13.0	13.0
First 30 Day Suspension	14.0	14.0	14.0
First Expulsion	13.0	13.0	13.0
First Referral to Alternative School	14.0	14.0	14.0
First Referral to Juvenile Court	13.0	13.0	13.0
First Adjudication by Court as Delinquent or in Need of Supervision	13.0	13.0	13.0

As indicated in the table above, first indication of problems generally occurred about three years after the student had entered school, with the first psychological following two years later (at age 11). First internal suspensions took place at age 13 as did first external suspension. First referral to alternative schools took place about age 14 (approximately the time the student is in the eighth grade).

Most Recent Offenses and System Response

It was felt that by charting the six most recent offenses and the responses made by the School System some developmental pattern of

disruptive behavior as well as some stereotyping of the dynamic nature of the schools' responses might be available. As it turned out, the six most recent offenses of these students covered such a relatively short period of time (less than one year, on the average) that the beginning or middle of the trend could not be defined. Table 23, below, presents these findings for all students as well as for the two sub-samples previously defined.

As illustrated by these tables the most recent offenses do not show any noticeable pattern of change. As previously mentioned, the sequence of behaviors tabulated do not cover a sufficiently long period of time for there to be a definition of the trend patterns. Most frequently noted current offenses included: (1) verbal abuse of staff, (2) truancy/ class cutting, and (3) physical assault of students. Most prevalent responses made to these offenses were: (1) external suspension, (2) alternative school placements (showing a sharp rise in application from the third most recent offense to the most recent offense), and (3) parent conferences (a fairly effective tactic, according to teacher comments, gained during the conduct of a recent evaluation of Dade's Counseling Programs). In examining the data for the students whose last offenses included verbal or physical assault of staff and drugs or weapons, the pattern of system responses is essentially the same with the exception of a slightly heightened percentage of external suspensions (from 43.1% to 52.2%).

TABLE 23

THREE MOST RECENT OFFENSES AND SYSTEM RESPONSE FOR:

	Verbal Assault/Staff	Verbal Assault/Student	Physical Assault/Staff	Physical Assault/Student	Theft/Larceny/Robbery	Breaking & Entering	Truancy/Class Cutting	Drugs/Weapons	Parent Conference	Exterr ' Suspension	Corporal Punishment	Referral-Pupil Personnel Services	Referral Assistant Principal	In-door Suspension	CSI-In School	Alternative School Placement	Expulsion	Juvenile Court	Community Agency Services
PERCENTAGE OF ALL SAMPLED STUDENTS																			
Most Recent Offense	30.7	2.1	4.3	18.1	3.4	0.3	35.2	3.1	29.3	43.1	1.4	7.6	17.7	2.6	6.6	30.0	0.1	2.6	1.0
Second Most Recent Offense	31.5	5.2	4.0	18.2	2.9	0.4	32.2	4.0	36.2	45.3	1.9	7.7	22.3	4.0	10.6	13.3	0.6	2.0	2.0
Third Most Recent Offense	33.2	4.7	1.8	20.5	4.7	0.0	32.6	1.9	39.2	41.4	3.4	11.5	24.2	3.9	11.9	7.1	0.5	1.8	1.1
PERCENTAGE OF STUDENTS WHOSE OFFENSES WERE STAFF-DIRECTED																			
Most Recent Offense	80.7	0.0	11.3	0.0	0.0	0.0	0.0	8.0	26.3	52.2	1.8	4.8	20.0	3.6	4.5	28.7	0.0	0.9	0.6

APPENDIX A

DESCRIPTION OF RESPONDING ALTERNATIVE SCHOOL TEACHERS AND EVALUATED STUDENTS

DESCRIPTION OF RESPONDING ALTERNATIVE SCHOOL TEACHERS AND EVALUATED STUDENTS

Description of Evaluated Students:

Grade Level:	Percent of Students Evaluated
6	7.2
7	9.6
8	20.5
9	16.9
10	22.1
11	13.3
12	10.4

Facility:	
Youth Opportunity North	20.9
Youth Opportunity South	19.7
MacArthur North	34.9
MacArthur South	24.5

Description of Evaluator-Teachers:

Mean months of contact with evaluated students 6.2

Type of instruction offered by teachers:

Academic 65.7%

Vocational 34.3%

Years of teaching experience (median) 6

Years of experience teaching socially maladjusted, disruptive, or emotionally disturbed (median) 6

Current certification in Emotional Disturbed?

Yes 27.7

No 72.3

Current certification in other areas of Special Education?

Yes 33.3

No 66.7

Working toward Emotionally Disturbed certification?

Yes 50.6

No 49.4

APPENDIX B

COST ANALYSES OF PROGRAMS FOR DEALING WITH DISRUPTIVE PUPILS

COST ANALYSES OF PROGRAMS FOR DEALING WITH DISRUPTIVE PUPILS

The analyses of costs for fiscal year 1975-76 of the major programs designed to improve student behavior and for dealing with the disruptive student are presented in seven parts and include the following.

1) Direct operating costs of the School Centers for Special Instruction (SCSI) at each junior and senior high school. The SCSI program offers a resource at each secondary school to provide an alternative to suspensions for disruptive students.

2) Total costs of operating the four alternative schools, excluding capital costs.

3) Direct and attributable indirect costs of maintaining the Exceptional Child Program for the Socially Maladjusted.

4) Systemwide cost of providing security services.

5) Cost of security aides employed in schools with a high incidence of assaults or pupil misbehavior.

6) Cost of the School Resource Officer program, which provided especially trained City of Miami police officers to certain schools within the city.

7) Estimated value of property loss due to robbery, theft, arson, vandalism, etc.

The following is a summary of total costs of the major programs:

School Centers for Special Instruction		$1,374,349
Alternative Schools:		
Total costs of school centers	$3,366,635	
Less: Costs of Socially Maladjusted and School Security Aides programs	768,454	
	$1,947,785	2,598,181
Socially Maladjusted		2,466,379
Security Services		1,823,970
School Security Aides		350,000
School Resource Officer Subsidy		168,750
Total		$8,781,629

Other costs indirectly related to student behavior (counselors, psychologists, etc), have not been included in this analysis. The PRIDE program, with a 1975-76 cost of $1.4 million, was also excluded.

I - SCHOOL CENTERS FOR SPECIAL INSTRUCTION
1975-76 DIRECT OPERATING COSTS

School	Students Served	Total Student Days	Total Costs	Costs per Student Day
Northeast Area				
Fisher, Ida M. Jr.	381	1,843	$24,635	$13.36
Jefferson, Thomas Jr.	350	1,066	23,714	22.24
Kennedy, J.F. Jr.	456	1,403	21,716	15.48
Nautilus Jr.	184	768	21,560	28.07
Norland Jr.	444	1,231	27,684	22.49
North Miami Jr.	1,433	4,289	24,748	5.75
Miami Beach Sr.	463	1,334	22,097	16.56
Miami Norland Sr.	703	1,403	21,970	15.66
North Miami Beach Sr.	405	2,528	24,748	9.78
North Miami Sr.	612	2,355	22,259	9.45
Area Total	5,431	18,220	$235,131	$12.91
Northwest Area				
Carol City Jr.	263	947	$ 21,615	$22.82
Filer, Henry H. Jr.	157	510	21,696	42.54
Hialeah Jr.	432	1,337	21,839	16.33
Lakes Stevens Jr.	408	1,468	22,932	15.62
North Dade Jr.	259	922	21,451	23.26
Palm Springs Jr.	291	1,387	22,713	16.37
Parkway Jr.	165	1,390	27,245	19.60
Hialeah Sr.	152	397	12,263	30.89
Hialeah Miami Lakes Sr.	676	1,778	37,291	20.97
Miami Carol City Sr.	139	726	22,535	31.04
Area Total	2,942	10,862	$231,580	$21.32
North Central Area				
Drew, Charles Middle	182	1,048	$ 21,522	$20.53
Madison Jr.	142	1,238	21,622	17.46
Mann, Horace Jr.	113	878	21,237	24.18
Miami Edison Middle	152	861	15,668	18.19
Miami Springs Jr.	437	3,260	26,905	8.25
Westview Jr.	405	1,851	21,521	11.62
Miami Central Sr.	635	1,093	22,504	20.59
Maimi Edison Sr.	208	773	21,976	28.43
Miami Northwestern Sr.	307	1,064	22,103	20.77
Miami Springs Sr.	276	788	22,324	28.33
Area Total	2,857	12,854	$217,412	$16.91

I - SCHOOL CENTERS FOR SPECIAL INSTRUCTION
1975-76 DIRECT OPERATING COSTS (Continued)

School	Students Served	Total Student Days	Total Costs	Cost per Student Day
South Central Area				
Allapattah Jr.	138	857	$ 21.491	$25.06
Brownsville Jr.	373	965	19,359	20.06
Carver, G.W. Jr.	137	892	21,226	23.79
Citrus Grove Jr.	152	973	21,564	22.16
Kinloch Park Jr.	372	1,353	22,078	16.31
Lee, Robert E. Jr.	1,350	2,465	21,416	8.68
Merritt, Ada Jr.	102	735	16,403	22.31
Ponce de Leon Jr.	734	1,993	21,657	10.86
Shenandoah Jr.	44	590	21,859	37.05
Wahington, B.T. Jr.	149	225	14,133	62.81
Coral Gables Sr.	939	1,359	22,403	16.48
Miami Jackson Sr.	1,101	3,303	36,498	11.05
Miami Senior	64	210	19,722	93.91
Area Total	5,655	15,920	$279,809	$17.57
Southwest Area				
Glades Jr.	161	470	$ 8,458	$17.99
Richmond Heights Jr.	508	1,761	22,098	12.54
Riviera Jr.	305	1,041	17,938	17.23
Rockway Jr.	347	1,322	21,915	16.57
South Miami Jr.	295	1,137	22,478	19.77
Thomas, W.R. Jr.	356	887	21,729	24.50
West Miami Jr.	278	846	21,343	25.23
Miami Coral Park Sr.	421	1,123	22,293	19.85
Miami Killian Sr.	800	2,694	24,748	9.18
South Miami Sr.	318	1,540	22,321	14.49
Southwest Miami Sr.	1,004	2,588	26,179	11.44
Area Total	4,793	15,409	$231,500	$15.02
South Area				
Cutler Ridge Jr.	427	1,568	$ 23,046	$14.69
Homestead Jr.	867	3,682	45,978	12.48
Mays Jr.	191	1,087	26,337	24.22
Palmetto Jr.	160	676	16,122	23.85
Redland Jr.	382	1,567	23,613	15.07
Miami Palmetto Sr.	999	766	20,208	26.38
South Dade Sr.	362	1,596	23,613	14.79
Area Total	3,388	10,942	$178,917	$16.35
Systemwide Total	25,066	84,207	$1,374,349	$16.32

II - ALTERNATIVE SCHOOL
1975-76 Operating Costs

School (Grades)	Total Cost*	FTE (Unweighted)	Cost Per Unweighted FTE	Offsetting FEFP Revenue Per Unweighted FTE **
Youth Opportunity, North (6-8)	$ 621,403	127	$4,892.94	$2,378.10
Youth Opportunity, South (6-8)	578,472	112	5,164.92	2,259.88
Miami MacArth , North (8-12)	1,320,089	421	3,135.60	2,124.50
Miami MacArthur, South (9-12)	846.671	191	4,432.83	2,060.91
Total/Average	$3,366,635	851	$3,956.29	$2,165.89

III - EXCEPTIONAL CHILD PROGRAM FOR SOCIALLY MALADJUSTED
1975-76 APPROPRIATION

School level direct costs	$1,414,849	
School level indirect costs	818,508	
Attributable district-wide indirect costs	233,022	
	$2,466,379	
Number of FTE (unweighted)	796	
Cost per unweighted	$3,098.46	
Offsetting FEFP revenue generated per unweighted FTE		$1,785.72**

IV - COST OF SECURITY SERVICES
Direct Operating Costs

Security Staff Costs:	
Personnel	$1,461,622
Contracted Services	25,100
Rental of Vehicles	71,000
Supplies	36,000
	$1,593,722
Administrative & Support Costs:	
Personnel	$ 217,568
Miscellaneous	12,680
	$ 230,248
Total Costs	$1,823,970

* Total costs of school center plus certain district-wide indirect costs attributable to the center based on criteria established by the Fla. Dept. of Education. Capital costs have been excluded. The costs include appropriations, totalling $768,454 for the four schools, for school security aides and Exceptional Child Program for socially maladjusted, which have also been included under the appropriately titled analyses (schedules III and IV).

** The reimburstment rate per FTE has been calculated at the net allocation of $776.40, with no reduction made for the required local effort contribution which is approximately 40%.

V - SCHOOL SECURITY AIDES

Amount appropriated to schools	$ 350,000

VI - SCHOOL RESOURCE OFFICER PROGRAM

Total amount of subsidy provided	$ 168,750

VII - ESTIMATED VALUE OF PROPERTY LOSS

	Robb ry	Theft	Arson	Vandalism	Other	Loss Total	Property Recovered
Northeast Area							
School Property	$ 35	$28,648	-	$ 923	$ 50	$29,656	($1,017)
Personal Property	225	49,648	-	35	754	50,662	(4,953)
Northwest Area							
School Property	-	59,002	35,000	54	680	94,736	(3,996)
Personal Property	413	22,668	-	615	60	23,756	(787)
North Central Area							
School Property	-	97,889	-	354	1	98,244	(14,768)
Personal Property	58	36,846	-	110	11	37,025	(7,422)
South Central Area							
School Property	328	107,084	100	42	326	107,880	(6,417)
Personal Property	-	8,254	-	-	-	8,254	(212)
Southwest Area							
School Property	-	27,146	559	1,188	2,533	31,426	(2,786)
Personal Property	7	29,627	-	140	111	29,885	(2,479)
South Area							
School Property	-	30,504	5,003	1,213	2,085	38,805	(6,269)
Personal Property	75	32,265	-	278	171	32,789	(3,913)
Total for District							
School Property	363	350,273	40,662	3,774	5,675	400,747	(35,253)
Personal Property	778	179,308	-	1,178	1,107	182,371	(19,766)
Total	$1,141	$529,581	$40,662	$4,952	$6,782	$583,118	($55,019)

Note: The above figure were compiled by the Security Services Department from the initial assessment of loss by security personnel. Actual costs of repair or replacement are believed to be somewhat higher, especially in the cases of arson and vandalism.

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