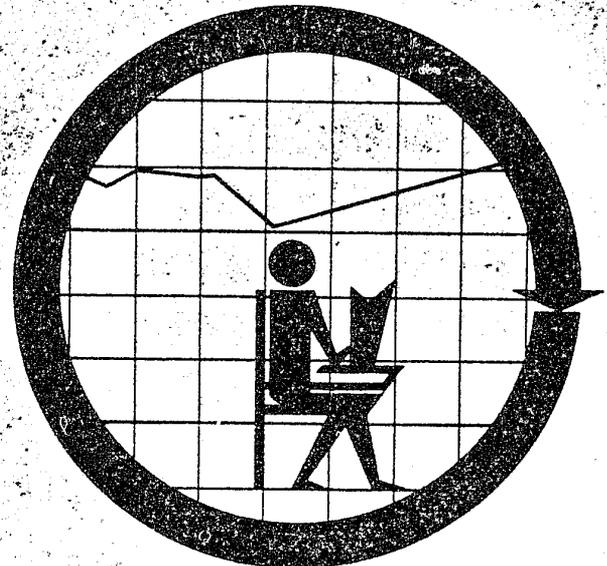


DADE COUNTY PUBLIC SCHOOLS, MIAMI, FLA

**EXPERIENCE OF TEACHERS AND STUDENTS
WITH DISRUPTIVE BEHAVIOR IN THE
DADE PUBLIC SCHOOLS**



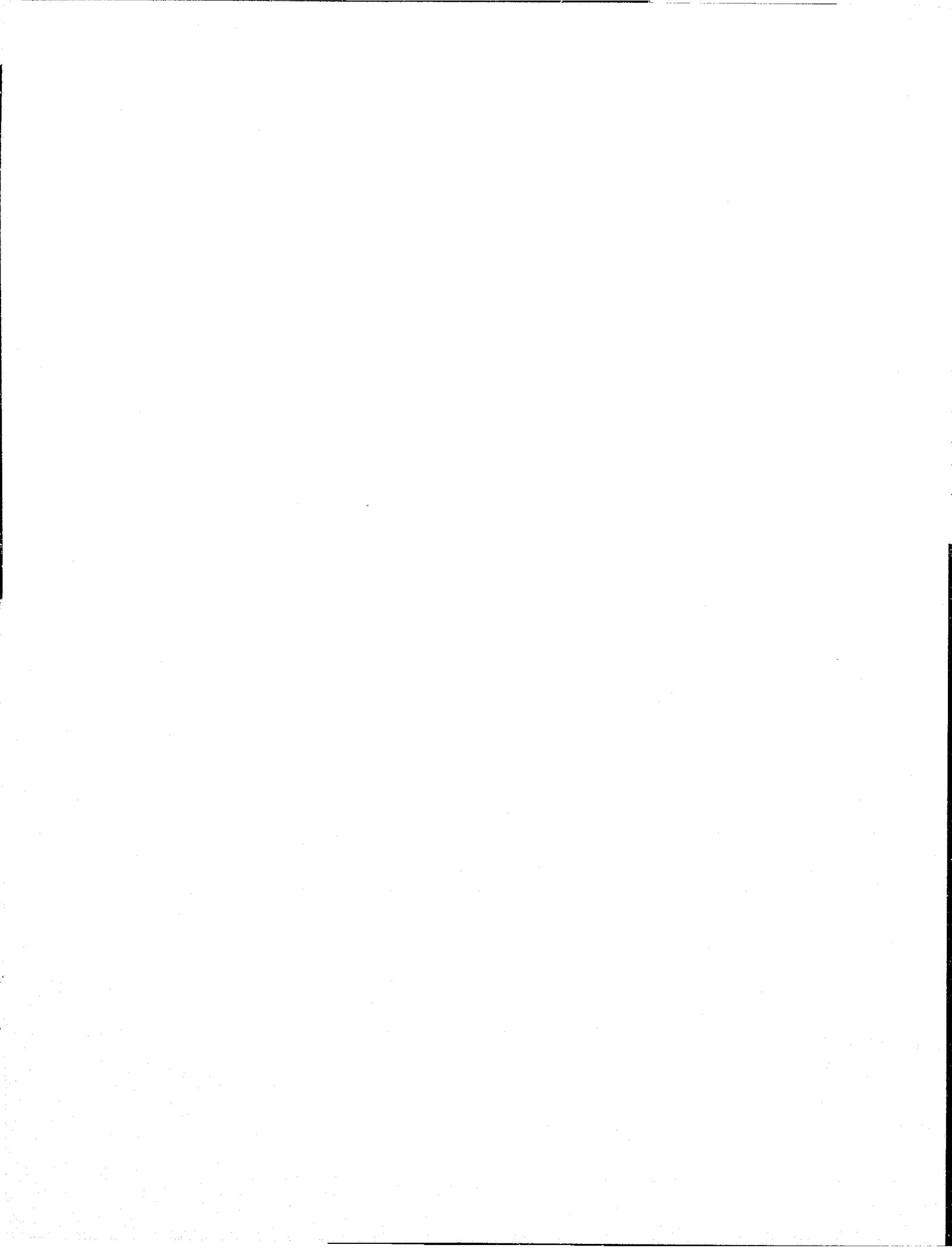
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SUMMARY OF PRINCIPAL FINDINGS

This section contains a summary of responses given by teachers and students concerning the prevalence and nature of disruption in the schools. Recommendations for program modification will not be presented at this time but will be included in the second, concluding report of this evaluation in July.

Teacher Responses

The response rate for teachers at all levels was exceptionally high relative to that experienced in other evaluations with approximately seventy percent of all sampled teachers returning questionnaires.

Junior high school teachers report spending a considerably greater proportion of their time in coping with in-class disruptive behavior than elementary or senior high school teachers. In an absolute sense, the proportion of time spent by these (junior high school) teachers is quite high with thirty-five percent of the respondents reporting spending forty-one percent or more of their time in coping with disruptive behavior in their "worst" class. The variability of disruptive behavior in class at the junior high school level was greater than that at the elementary or senior high school level. Only 5.1 percent of junior high teachers reported spending forty-one percent or more of their time coping with disruptive behavior in their "best" class.

Junior high schools also "lead" in the number of specific incidents reported by teachers, including those directed at teachers personally, those directed at teachers' belongings, and those directed at students and reported to teachers. The level of such incidents (since September of 1975) dramatically falls off in both elementary and senior high school teachers' reports. As specific examples:

- 1) 12.2 percent of junior high school teachers report being struck by students (as compared with 7.2 percent of elementary teachers and 4.1 percent of senior high school teachers),
- 2) 39.6 percent of junior high school teachers report being threatened by a student with physical harm (as compared with 17.6 percent of senior high school teachers and 11.2 percent of elementary teachers),
- 3) 72.7 percent of junior high school teachers report having their instructional process completely disrupted (as compared with 71.3 percent of senior high school teachers and 61.9 percent of elementary teachers).

In terms of how teachers perceive their role in dealing with this problem and how adequately school level administrator support seems to be, most teachers at all levels perceive it to be their primary responsibility to handle disruptive incidents occurring within the classroom and feel that

their school's administrators, although encouraging this orientation, are helpful in providing back up assistance.

Although more than half the responding teachers at all levels felt "adequately prepared" by their training in coping with the problem, the majority of teachers at all levels (80 percent of the senior high school teachers, 75 percent of junior high teachers, and 57 percent of elementary teachers) report never having taken a course or orientation to assist them in coping with disruptive behavior. Substantial percentages of the teachers, especially at the junior high school and elementary levels, expressed great interest in taking such a course or orientation if it were available.

The majority of teachers at all grade levels felt that optimum solutions of the disruptive behavior problem would incorporate both "security systems" and "behavioral/educational" approaches. Of the tactics or approaches currently employed by the school system, none received much more than an average "moderately effective" rating by responding teachers. The most relatively effective tactics were perceived as: 1) conferences with students' parents, 2) conferences between students and the school administrators, 3) individual counseling of students, and (for elementary and junior high school teachers) assignment of students to Opportunity Schools.

Most frequently suggested changes in procedures or practices to cope with the disruptive behavior problem included: 1) making penalties for disruptive behavior more severe, and 2) keeping people who don't go to school out of the building.

The majority of teachers at all levels (especially the elementary level) felt that the problem of disruptive behavior was "intensifying". Most frequently given reasons for this were: 1) the observation by disruptive students that little happens to them as a result of this behavior, 2) a breakdown in the basic family structure, and 3) the rise of the "student rights" movement with attendant threat of litigation and its negative impact on effective disciplinary approaches.

Approximately one-half of the elementary and junior high school teachers perceived disruptive behavior to be a "moderate or major" preoccupation of their students and having "major impact on students' learning and enjoyment of the educational experience". A lesser proportion of senior high school teachers report similar results.

Most teachers feel that: "most of the disruptive behavior is caused by a relatively few hard core, easily identifiable disruptive students".

Those factors in teachers' work environment which can be associated with disruptive behavior were not perceived as producing great dissatisfaction, but were overshadowed by salary, chance for professional advancement and relationship with county and area level administrators as negative job features.

Student Responses

The greatest amount of disruptive behavior as reported by students (rather than teachers) appears to take place at the elementary level with a mean percentage of students reporting at least one incident of 21.9 percent as compared with 16.4 percent for junior high school students and 10.6 percent for senior high school students. As explained in the following Results section, however, this finding may be questionable because of the different mode used to collect information from the elementary students (interviews) and the differing perceptions of reality at elementary as opposed to secondary levels.

The most relatively dangerous place in or around school seems to be "outside the school" (coming from or going home). For the elementary students, the source of this danger appeared to be older (junior high school) students from nearby schools. Other relatively dangerous places, according to the perceptions of students (at the secondary level), included school restrooms, gyms/lockers, and hallways between classes.

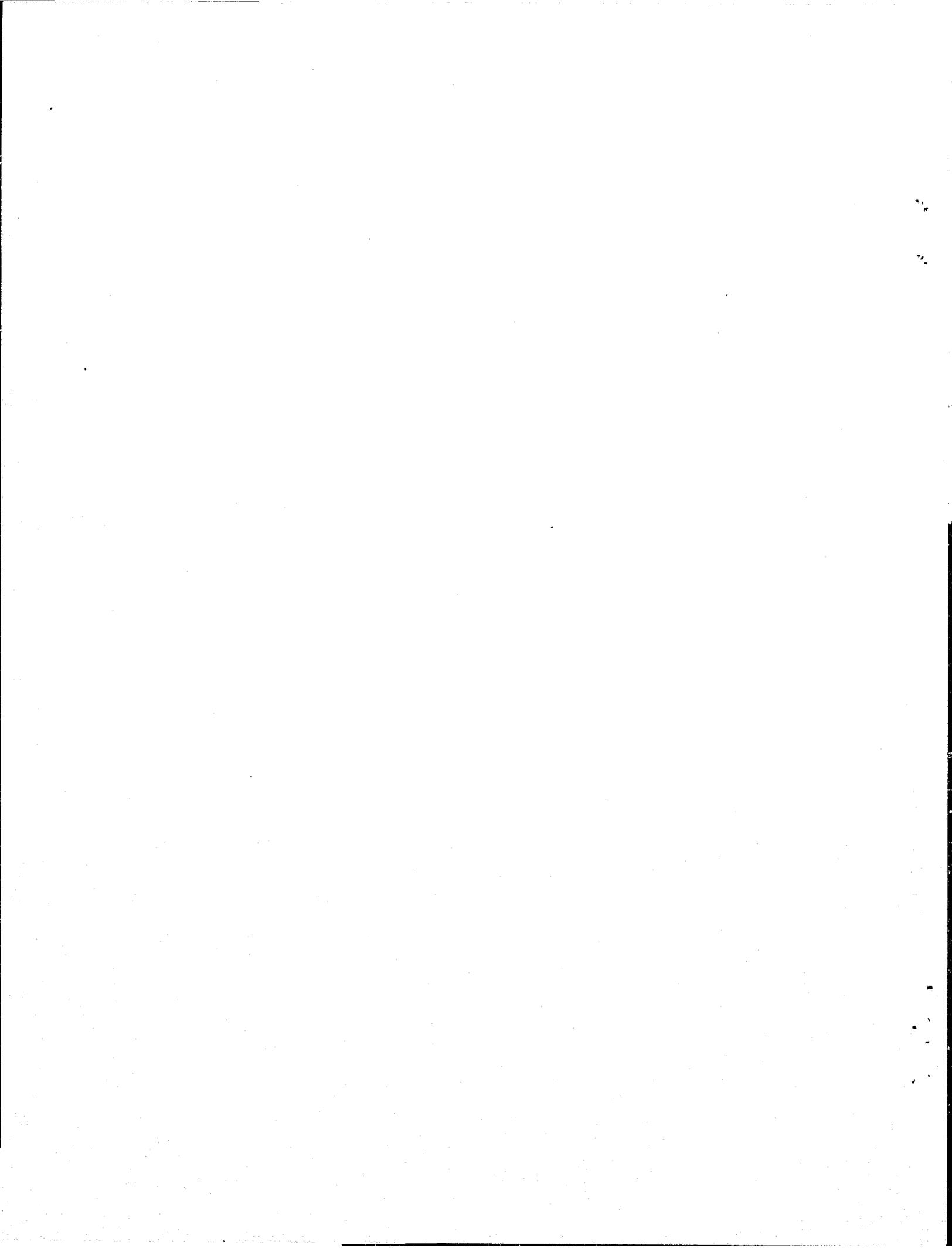
Elementary students indicated that they tended to report incidents of seriously disruptive behavior directed at them (thefts and beatings) to a greater extent than students at the junior and senior high school levels. Elementary students characteristically reported such incidents to teachers; those at the secondary level characteristically reported such incidents to counselors.

Approximately seventy-five percent of elementary students felt that their schools were "safe" or "very safe", this percentage declined to sixty-seven percent for junior high school students and then increased to seventy-six percent for senior high school students. Twenty-nine percent of elementary and approximately twenty percent of junior and senior high school students indicated that their fear of other students interfered with their learning ability; a greater proportion of these secondary students, however, indicated that such interference was at a "significant" level than was the case with elementary students.

Forty-four percent of elementary respondents, sixty percent of junior high school respondents, and fifty-six percent of senior high school respondents indicated that in-class disruptive behavior "prevented them from learning to some extent"--the level of interference appeared to increase with grade level, usually as a result of noise made by the disruptive students in class.

For all grade levels, "avoidance of potentially dangerous places in the school" was the most frequently adopted mode of response to disruptive behavior.

All grade levels selected "keep people who don't belong in the school out of the building" as the best idea for reducing disruptive behavior followed by suggestions for expulsion and more severe punishment of those found to be disruptive.



DADE COUNTY PUBLIC SCHOOLS

Division of Finance

EXPERIENCE OF TEACHERS AND STUDENTS
WITH DISRUPTIVE BEHAVIOR IN THE
DADE PUBLIC SCHOOLS

Prepared by

Department of Planning and Evaluation
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June, 1976

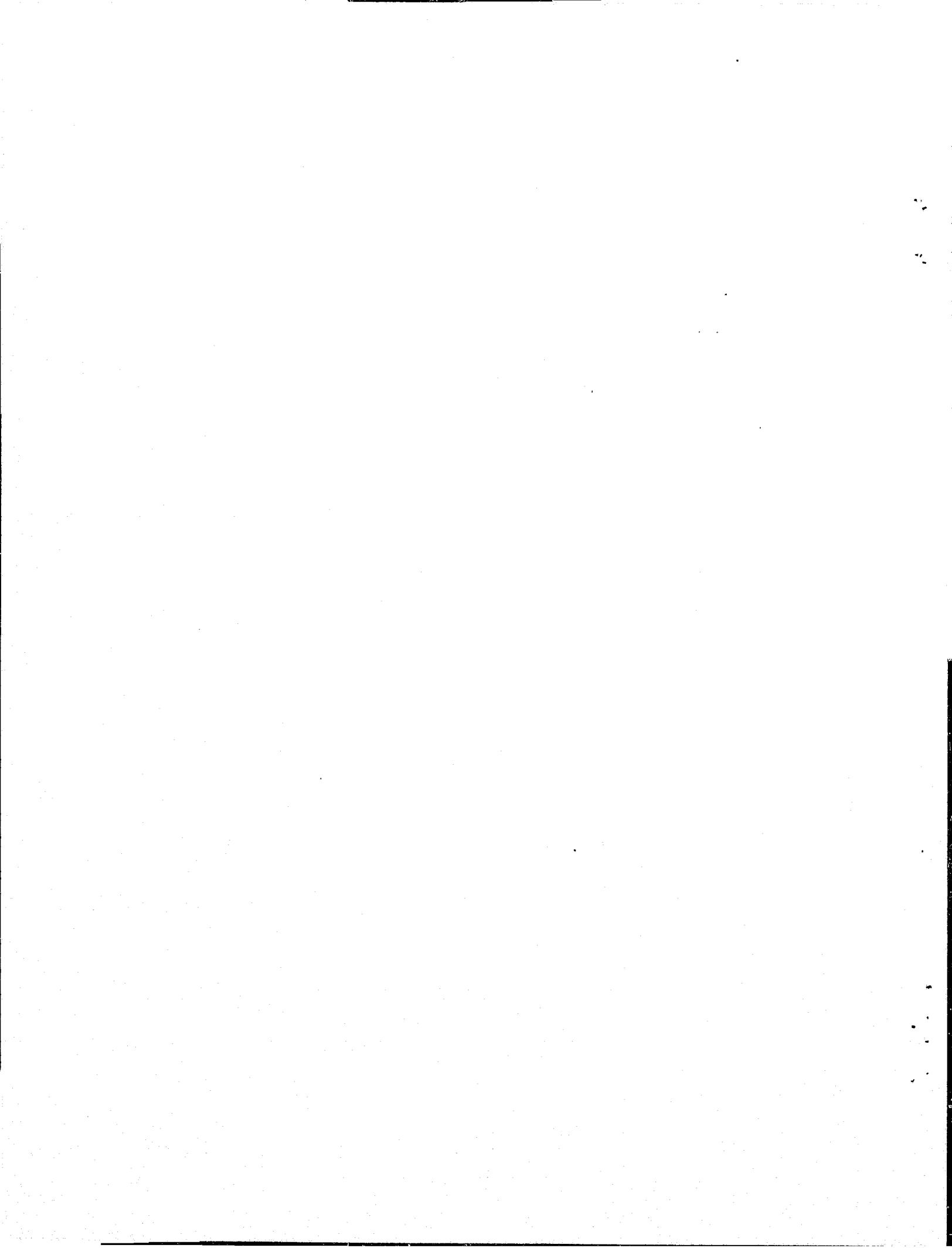
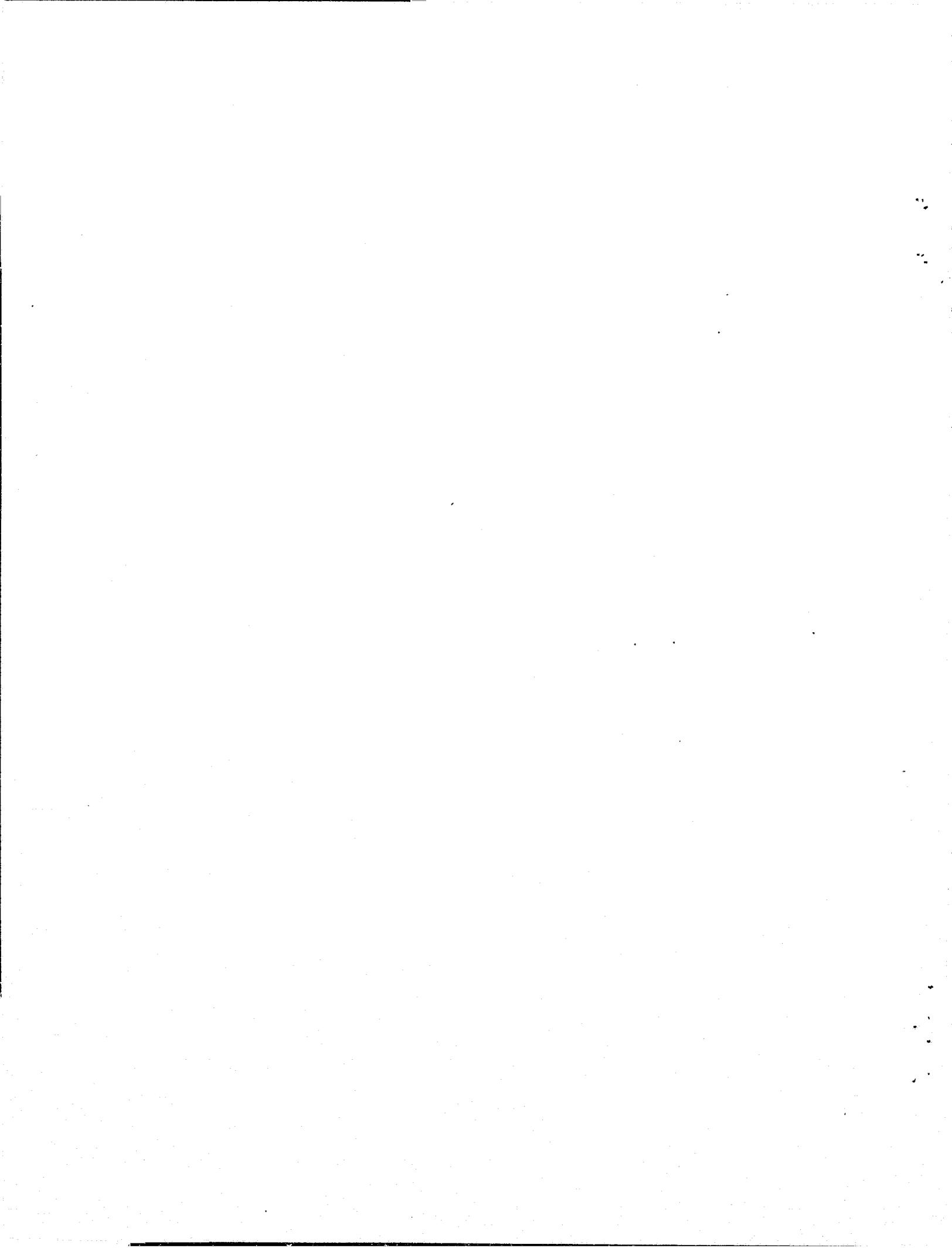


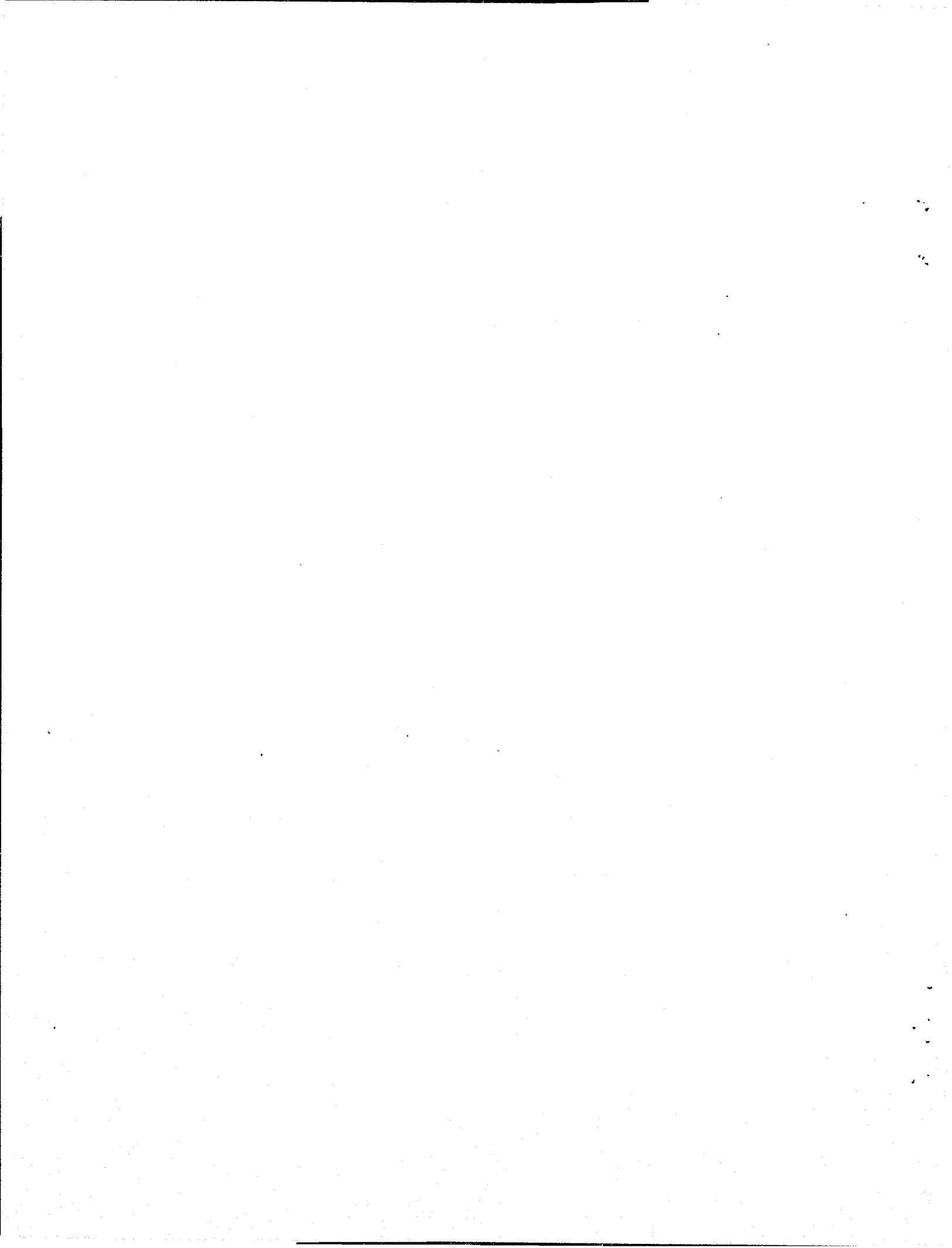
TABLE OF CONTENTS

	Page
INTRODUCTION	1
Description of the Problem	1
Description of the Component One Evaluation	1
RESULTS	3
Teacher Responses	3
Student Responses	20
APPENDICES	
Appendix A	31
Description of Responding Teachers	33
Appendix B	37
Description of Responding Students	39



LIST OF DATA DISPLAYS

	Page
1. PERCENT OF TIME SPENT IN COPING WITH DISRUPTIVE BEHAVIOR IN CLASSROOMS	3
2. INCIDENCE RATES FOR VARIOUS FORMS OF DISRUPTIVE BEHAVIOR DEALT BY STUDENTS TO TEACHERS	4
3. TEACHERS' PERCEPTIONS OF ROLES IN CHANGING DISRUPTIVE BEHAVIOR	6
4. TEACHER EXPERIENCES AND ATTITUDES TOWARDS STAFF DEVELOPMENT COURSES CONCERNING DISRUPTIVE BEHAVIOR	7
5. TEACHER ATTITUDES TOWARDS VARIOUS METHODS FOR MANAGING DISRUPTIVE BEHAVIOR	9, 11, 12
6. TEACHER ATTITUDES TOWARDS TRENDS IN DISRUPTIVE BEHAVIOR	13, 14
7. TEACHER PERCEPTIONS TOWARDS LOCATIONS AND SEVERITY OF MAJOR DISRUPTIVE INCIDENTS	16
8. TEACHER ATTITUDES TOWARDS THE PREVALENCE OF DISRUPTIVE BEHAVIOR	17
9. TEACHER ATTITUDES TOWARDS VARIOUS ASPECTS OF THE TEACHING FUNCTION AND THE DEGREE DISRUPTION AFFECTS SUCH ATTITUDES.	19
10. STUDENT PERCEIVED RATES OF DISRUPTIVE BEHAVIOR	21
11. STUDENT PERCEPTIONS TOWARDS LOCATIONS OF DISRUPTIVE INCIDENTS	23
12. STUDENT METHODS OF DEALING WITH DISRUPTIVE BEHAVIOR	25, 29
13. STUDENT ATTITUDES TOWARDS SEVERITY OF DISRUPTIVE BEHAVIOR	27
14. STUDENT SUGGESTIONS FOR IMPROVING SCHOOL DISCIPLINE	29



INTRODUCTION

Description of the Problem

In 1974-75 a countywide needs assessment directed at Dade's teaching and administrative staff, the most seriously perceived problem was that of disruptive student behavior. This conclusion has also been reached by other metropolitan school districts and by federal agencies and has resulted in congressional hearings, topics of national conventions, and, local grand jury investigation. Partially as a result of these phenomena, the Planning and Evaluation Department of Dade Schools was directed to conduct a general investigation of the problem. The design of this study was to encompass two major components: 1) a description of the extent to which disruptive behavior and its various manifestations impact on students and staff within schools and, 2) a determination of the success of special programs (particularly the Alternantive Schools) in remediating this behavior to the point where students are able to be successfully reintegrated into regular programs. This report describes findings of the first research component. A second report will discuss the findings of the second, "program impact", component.

Description of the Component One Evaluation

For this aspect of the evaluation, questionnaires were developed for students and teachers. For students, issues addressed included the number of times various disruptive/criminal incidents had happened to them, the extent to which these incidents were reported to school authorities, the impact of disruptive behavior on their academic experience, characteristic reactions to threat, and suggestions for improving the safety of the school environment. For teachers, information was obtained on proportion of in-class time directed toward coping with disruptive behavior, personal exposure to various disruptive incidents, perceived supportive orientation of school-level administrators, evaluation of tactics designed to cope with disruptive behavior, perceived trends in disruptive behavior (and reasons for these trends), and relative satisfaction with a number of work environment factors (including those with theoretical sensitive to disruptive behavior).

Student questionnaires were sent to fifteen randomly selected students in each of Dade's seventy-seven secondary schools. Interviews covering the same items as those comprising the questionnaire were conducted with fifty-two randomly selected elementary (grades 2-6) students. Teacher questionnaires were sent to three randomly selected teachers in each of Dade's elementary schools and five in each of Dade's junior and senior high schools.

The following report presents data and summary statements for students and teachers by three grade levels; elementary, junior high, and senior high. It is anticipated that more elaborate presentations, covering more extensive analysis of this data, will be included in the second, concluding, report of this evaluation.

RESULTS

Teacher Responses

For elementary, junior, and senior high level teachers, the rate of questionnaire return was sixty-two percent, sixty-five percent, and seventy-four percent, respectively. Five hundred nineteen, two hundred fifteen, and one hundred questionnaires were sent to teachers at these levels, respectively. The display below illustrates the proportion of time spent coping with disruptive behavior by elementary, junior high and senior high teachers.

About what proportion of your time in the classroom is devoted to coping with disruptive student behavior (pushing, shoving, talking without permission, fighting, etc)?

a. in your "worst" class? (Check one)

	0-20%	21-40%	41-60%	61-80%	81-100%
Elementary	41.1	35.0	14.6	6.7	2.5
Junior High School	40.9	24.1	21.2	10.2	3.6
Senior High School	64.9	25.7	6.8	1.4	1.4

b. in your "best" class? (Check one)

	0-20%	21-40%	41-60%	61-80%	81-100%
Elementary	70.5	17.5	7.8	3.9	0.3
Junior High School	87.6	7.3	5.1	0.0	0.0
Senior High School	97.3	2.7	0.0	0.0	0.0

As illustrated by the table, there is considerable variation between best and worst classes in terms of the percentage of time required to cope with disruptive behavior. Junior high school teachers spend more time than elementary or senior high school teachers in coping with disruptive behavior. In the case of their "worst" class, thirty-five percent, as compared with twenty-four percent of elementary teachers and ten percent of senior high school teachers, report expending from forty-one percent to one hundred percent of their time in coping with in-class disruption.

The next item on the questionnaire asked teachers to indicate the number of times various incidents had occurred since September of 1975. The following display illustrates the percentage of teachers indicating a frequency of occurrence of one or more times for individual items listed.

	Percent of Teachers Reporting at Least One Incident Since September, 1975		
	Elementary	Junior	Senior
<u>How many times this year have you:</u>			
A. had personal items taken from your desk?	46.9	53.2	39.1
B. had your car broken into on school-controlled property?	2.2	5.0	4.1
C. had your car defaced or damaged on school-controlled property?	15.3	29.5	31.1
D. had a student shout, or use abusive language at you?	49.1	77.0	63.5
E. had articles stolen from your purse or school mailbox?	9.7	12.2	9.5
F. been threatened by a student with physical harm?	11.2	39.6	17.6
G. had your instructional process completely disrupted by the behavior of a student?	61.9	72.7	71.3
H. been threatened by a student with sexual abuse?	0.0	1.4	1.4
I. been struck by a student?	7.2	12.2	4.1
J. been sexually abused by a student?	0.0	0.0	0.0
K. had possessions forcibly taken from your person by a student?	0.0	2.9	0.0
L. been pushed or jostled hard enough in the hallway, or outside school to fall down?	4.7	11.5	1.4
M. had students report to you that they had objects or possessions stolen?	74.7	82.7	71.6
N. had students report to you that they had been physically assaulted?	46.6	54.7	40.5
O. had students report to you that they had been extorted?	12.8	21.1	13.5
P. had students report to you that they had been sexually abused?	2.2	14.4	4.1
	MEAN =		
	21.53	30.63	20.8

As illustrated by the display the junior high school "leads" in the occurrence of all disruptive incidents. An average of ten percent fewer teachers at the senior high level than at the junior high level report the occurrence of these incidents. Elementary teachers report fewer incidents of this nature occurring than teachers in any of the other two school levels.

Focusing on the junior high school teacher responses, a considerable percentage of teachers reported incidents directed at them personally:

1) seventy-seven percent report students shouting or using abusive language at them, 2) forty percent report being threatened with personal harm, 3) twelve percent report being struck by students, and 4) Twelve percent report being pushed or jostled hard enough to fall down. As with most other incidents listed, percentages of teachers reporting incidents dramatically declined for senior high schools and elementary schools.

A number of items were included to assess teachers' perceptions of their appropriate role vis-a-vis the problem of coping with disruptive behavior, their perception of their schools' administration with respect to providing support in this area, and the extent of formal preparation they had received from their various educational experiences to assist them in coping with disruptive behavior. The displays below present responses to these items for the three levels of teachers.

	Percent of Teachers Selecting Each Response Option		
	Elementary	Junior	Senior
What do you feel to be the proper role for the classroom teacher in reacting to disruptive student behavior? (Check the statement which most closely matches your beliefs)			
I feel that it is primarily the teacher's responsibility to handle incidents occurring within the classroom	47.7	49.6	58.6
I feel that the classroom teacher is just that, and should not be expected to be a disciplinarian as well	2.3	4.7	2.9
I feel that the classroom teacher's responsibility is to refer disruptive students to experts within the school for action (e.g., guidance counselors)	32.7	28.3	21.4
Other	17.3	17.3	17.1
How would you characterize the orientation of your school's administration with respect to helping with disruptive student behavior? (Check one)			
They feel that it is the responsibility of classroom teachers to cope with this behavior on their own, and give a "black mark" to any teacher who seeks outside help.	8.4	8.8	2.9
They strongly encourage teachers to develop and implement effective strategies to cope with disruptive behaviors, but are helpful in offering assistance or in bringing in other resources to cope with "tough" cases.	72.2	67.2	73.9
They feel that teachers should not have to cope with disruptive behavior, and encourage teachers to notify them or seek outside help at the first sign of serious disruptive behavior.	15.2	13.1	20.3
Other	4.2	10.9	2.9
I feel that my training has prepared me to adequately cope with most cases of disruptive behavior (check one)			
YES	71.2	64.4	59.7
NO	28.8	35.6	40.3

Have you ever taken a course or an orientation whose primary purpose was to give you the knowledge and skills necessary for successfully coping with disruptive students?	Percent of Teachers Selecting Each Response Option		
	Elementary	Junior	Senior
YES	43.2	25.5	20.3
NO	56.8	74.5	79.7
If yes: through what institution was the course(s) offered? (Check as many as apply)			
Offered as part of my undergraduate or graduate degree program	21.5	14.4	10.8
Offered as an inservice course (through FLRS or other similar organization)	19.3	8.6	6.8
Offered as part of a conference, or seminar I attended	14.7	12.9	2.7
Other	3.8	4.3	1.4
If no: how interested would you be in taking such a course if it were conveniently available to you? (check one)			
Very interested	48.6	39.1	19.7
Moderately interested	30.6	28.7	25.8
Slightly interested	10.2	17.4	31.8
Not interested at all	10.6	14.8	22.7

As illustrated in the above displays, the majority of teachers accept responsibility for handling incidents of disruptive behavior occurring in the classroom; a lesser, but still substantial, percentage at all grade levels feel that referral of disruptive students to in-school experts (guidance counselors, etc.) is the most appropriate response. This sentiment is adopted by increasing numbers of teachers as grade levels decline from senior high to elementary. Data presented in the second display, above, indicate that the vast majority of teachers feel their school's administration to be properly supportive in handling "tough" cases of disruption.

In terms of training/orientation in coping with disruptive behavior, the majority of teachers feel that their training has prepared them to adequately cope with most cases of disruptive behavior. The percentages of those so indicating drop off from elementary to senior high level. At the junior high level, where the problem of disruptive behavior is most severe, approximately one-third of responding teachers indicate that their training did not adequately equip them to deal with the problem of disruptive behavior.

Forty-three percent of elementary, twenty-six percent of junior high school and twenty percent of senior high school teachers recall having taken a course or orientation dealing specifically with the problem of disruptive behavior, most as a part of undergraduate or graduate degree programs. Almost half of the elementary teachers and thirty-nine percent of junior high school teachers would apparently be "very interested" in taking such a course if conveniently available--identifying a substantial market for an inservice course dealing with this area.

Interestingly enough, even though the current level of disruptive behavior at the elementary level is relatively low, the interest of elementary teachers in taking an inservice covering this area is relatively high.

The next item asked teachers to rate the effectiveness of various types of tactics or approaches to reducing disruptive behavior. The display below illustrates mean ratings given individual tactics by teachers in the three grade levels.

Below are listed a number of tactics, or approaches, to reducing disruptive behavior. First, read down the list. For those which you have either employed personally or seen employed by others (counselors, etc.) a significant number of times (more than once or twice), rate their effectiveness by selecting the appropriate number from the scale below, and placing it beside each item that you checked. For those tactics which you have not employed, or seen employed, leave the rating space blank.

RATING SCALE 1 = Not Effective, 3 = Moderately Effective 2 = Slightly Effective 4 = Very Effective	Mean	Elementary	Junior	Senior
A. Conference with students' parents	3.2	3.2	3.2	3.1
B. Placement of students in SCSJ	2.2	2.5	2.1	2.0
C. Individual counseling of students	2.7	2.7	2.8	2.7
D. Group counseling of students	2.0	2.2	2.0	1.9
E. Application of behavior modification procedures	2.6	2.8	2.6	2.5
F. Peer counseling	2.1	2.3	1.9	2.1
G. Conferences between student and school administrators	2.8	2.8	2.8	2.8
H. Assignment of students to "opportunity school"	2.6	2.8	2.7	2.2
I. Involvement of juvenile court or juvenile authorities	2.2	2.1	2.3	2.3
J. Outdoor suspension	2.3	2.3	2.4	2.3
K. Indoor suspension	2.2	2.3	2.1	2.1
L. Expulsion	2.5	2.3	2.8	2.6
M. Transfer to another class	2.2	2.2	2.1	2.3

Except for two items (H - assigning of student to opportunity school and L - expulsion) there was a fair degree of agreement across grade levels as to the effectiveness of various tactics. Most effective ratings were given to conference with students' parents, conference between students and school administrators, individual counseling of students and (for elementary and junior high school teachers) assignment of students to opportunity schools. Least effective tactics included peer counseling, group counseling of students, indoor suspension, transfer to another class, and placement in SCSI. The successfully perceived tactics seemed to have in common the interaction of the disruptive student with an adult/authority figure. Parent conferences, in this as well as other evaluations, have been consistently favorably perceived. The logic of the perceived favorable impact would appear to involve the extension of control or corrective influence to other significant areas of the disruptive child's life space. Of course, there may be difficulties in accessing parents for such conferences--the research only indicates that when parents are available, such conferences have relatively greater positive effect than other tactics.

With the exception of "expulsion", responses to tactic effectiveness are normally distributed. For "expulsion", the distribution is bimodal--very few teachers gave a middle response, most gave responses at either of the extreme ends of the response continuum.

The next two items asked teachers to select three of the "best" solutions to the problem of disruptive behavior from a list of eight and to indicate the relative extent to which they perceive behavioral as opposed to security systems approaches as helpful in coping with the problem. As shown below, of the solutions presented, "making penalties for disruptive behavior more severe" and "keeping people who don't go to school out of the building" were two of the most popular choices. This latter option was mentioned by an especially high percentage of senior high school teachers. The hiring of more security police and insuring that the "same kind of student" go to school together were mentioned by relatively few teachers. The mention of the latter choice by relatively few respondents would appear to indicate that interracial or inter-class conflict is perceived as a relatively minor contributor to disruptive behavior by the responding teachers.

What are some things that you feel could help to reduce the incidence of disruptive behavior in the school? (Check three (3) of the best ideas).	Percent of Teachers Selecting Each Option		
	<i>Elementary</i>	<i>Junior</i>	<i>Senior</i>
hire more security police to patrol the halls	6.5	14.4	18.9
expel the disruptive student for a larger period of time	31.8	38.8	37.8
make penalties for disruptive behavior more severe	78.1	84.8	71.6
see that the same kinds of students go to school together (same social class, same academic interests, etc.)	12.8	7.9	14.9
put more guards or other adults on the school buses	3.8	4.3	2.7
keep people who don't go to the school out of the building	48.8	48.9	71.6
isolate the chronically disruptive students in their own classrooms	39.3	41.7	20.2
other	22.2	34.5	24.0

Responses to the next item are roughly similar for the three school levels and seem to indicate that respondents feel the optimum mix for coping with disruptive behavior will involve both "security systems" and "behavioral" solutions.

To what relative extent do you feel that "behavioral" or educational solutions (as opposed to hardware/security systems approaches) are useful in reducing student disruptive behavior? (Check one and comment if you wish)	Percent of Teachers Selecting Each Option		
	<i>Elementary</i>	<i>Junior</i>	<i>Senior</i>
I feel that behavior of this kind cannot be changed, and that the best solution lies with the adoption of more extensive and sophisticated security systems.	0.7	2.3	5.8
I feel that the only hope lies with the development of strategies for positively modifying disruptive behavior	42.3	36.1	34.8
I feel that the optimum solution to this problem will likely employ both approaches	53.6	57.9	52.2
Other	3.4	3.8	7.2

The next item asks teachers to indicate whether, in their estimate, the problem of disruptive behavior has lessened or intensified and why. The display below illustrates responses to these items.

Do you feel that, over the past two or three years, the problem of disruptive student behavior has lessened, or intensified? (Check one)	Percent of Teachers Selecting Each Option		
	Elementary	Junior	Senior
Lessened	16.2	30.8	46.2
Intensified	83.4	67.7	54.3
If you checked "lessened", why do you feel that the trend has gone in this direction? (Check two of the best reasons and comment, if you desire)			
the adult community (including school personnel) has become more sure of itself and is now demanding (and getting) more compliant student behavior	6.8	9.4	13.5
students have observed that disruptive behavior doesn't achieve ends or goals which are desirable to them	5.3	12.2	13.5
there has been a lessening of national unrest due to our pulling out of Vietnam and a subsequent reduction in the intensity of protest movements and other disruptive activity	1.6	4.3	14.8
school programs oriented toward modifying disruptive behavior are effectively coping with the problem	7.1	5.7	12.1
"security system" approaches to the problem of disruptive behavior have proven effective	1.6	2.8	4.1
youth in general have become more practically oriented, and are now more interested in getting good jobs than in protesting against perceived injustices	5.6	8.6	14.8
other	3.4	5.8	9.4

	Percent of Teachers Selecting Each Option		
	Elementary	Junior	Senior
Do you feel that, over the past two or three years, the problem of disruptive student behavior has lessened, or intensified? (Check one)			
Lessened	16.2	30.8	46.2
Intensified	83.4	67.7	54.3
If you checked "intensified", why do you feel that the trend has taken this direction? (Check <u>two</u> of the best reasons and comment if you desire)			
communication/trust between parents and the schools has broken down	17.4	13.6	9.4
the basic family structure along with its attendant role of imparting a system of values and morality has broken down	45.6	37.6	22.9
disruptive students have observed that little happens to them as a result of their behavior	51.5	46.0	32.4
the "student rights" movements and the threat of parents bringing suit against the school system has hamstrung effective disciplinary approaches	29.0	23.7	14.9
as a result of busing and other administrative/logistical practices, people of basically dissimilar social classes, academic orientations, etc., have been thrown together, increasing conflict	9.1	8.6	9.5
administrators at various levels are increasingly reticent to "back up" teachers in the implementation of disciplinary procedures	12.5	13.7	10.8
students perceive that the educational experience, as presently constituted, is essentially irrelevant	9.6	5.8	14.9
other	3.8	9.4	4.1

As shown in the display, the majority of teachers at all levels feel the problem is intensifying. The intensification of the problem is most strongly perceived by elementary teachers and least strongly perceived by senior high school teachers. It is interesting to note that, although the least hazardous (in terms of percentages of teachers reporting disruptive behavior), the trend of disruptive behavior in the elementary schools seems to be perceived as increasing the most.

For the minority of teachers who feel that the problem of disruptive behavior was decreasing, the most frequently chosen reasons appeared to be a greater confidence on the part of the adult community; the observation, by students, that disruptive behavior didn't gain them desirable ends; and an increase in the practical orientation (toward good jobs, etc.) of the nation's youth.

For the majority who felt that the problem was intensifying, the most frequently selected reasons were: 1) the observation, by disruptive students, that little happened to them as a result of their behavior, 2) a breakdown in the basic family structure, and 3) the rise of the student rights movement along with the attendant threat of litigation and its negative impact on effective disciplinary approaches.

The next series of items asked teachers to identify the locations, within their schools, in which most seriously disruptive behavior occurred, to indicate their perception of how disruptive behavior impacts on students and to characterize the distribution of disruptive behavior among the student population. The displays below illustrate responses to these items.

	Percent of Teachers Selecting Each Option		
	Elementary	Junior	Senior
In what school location would you say that most of the serious, disruptive student behavior directed either at other students or staff occurs. (Check one)			
In the classroom	46.3	32.3	14.5
In the hallways, between classes	18.0	41.4	27.5
In school-controlled property outside	13.9	6.0	20.3
In other areas (outside the classroom but inside the school building)	21.8	20.3	37.7
On the basis of your interaction with students, to what extent would you say that the disruptive behavior of other students, or the threat of physical intimidation or extortion, is a serious concern?			
It is the major preoccupation of many students	15.5	16.8	8.7
It is of moderate concern to most students	35.6	31.3	29.0
It is of slight concern to most students	35.6	34.4	44.9
It is a matter which does not seem to preoccupy students at all	13.2	17.6	17.4
What effect does disruptive behavior appear to have on students' (check one):			
a. learning?			
major impact	56.7	51.1	45.1
moderate impact	29.3	31.6	40.8
slight impact	12.7	16.5	12.7
no impact	1.3	0.8	1.4
b. enjoyment of the educational experience (check one)?			
major impact	56.5	51.5	45.7
moderate impact	30.4	32.6	35.7
slight impact	10.8	15.2	18.6
no impact	2.3	0.8	0.0

How would you characterize the prevalence of disruptive behavior? (Check one)	Percent of Teachers Selecting Each Option		
	Elementary	Junior	Senior
it is a malady which seems to be fairly wide spread and which affects the behavior of most students	10.5	11.7	6.9
most of the disruptive behavior appears to be caused by a relatively few, "hard core" disruptives who are easily identified.	51.1	46.0	54.2
there are a few "hard core" disruptives, but this sort of behavior is being adopted by many other students as well	38.4	42.3	38.9

As illustrated in the displays above, elementary teachers perceive that most seriously disruptive behavior occurs in the classroom; junior high school teachers perceive hallways between classes as the location of the most disruptive behavior, and senior high schools identify "other areas" as being the location for most disruptive behavior.

Approximately one-half of elementary and junior high school teachers perceive disruptive behavior to be of moderate or major preoccupation of their students. A lesser percentage (37.7 percent) of senior high school teachers perceive student behavior to be of moderate or major concern.

In terms of impact on students' learning and enjoyment of the educational experience, over half of elementary and junior high school teachers perceive the disruptive behavior as having "major" impact on students' learning and enjoyment of the educational experience. A lesser percentage (45 percent) of senior high school teachers perceive that this behavior has major impact on these students' learning and enjoyment of the learning process.

In terms of the distribution of disruptive acts among the student population, most teachers (46 percent) perceive that "most of the disruptive behavior is caused by relatively few hard core disruptives who are easily identified".

The last item in the questionnaire asked teachers to indicate the extent of satisfaction with various "work environment factors". The intent of including this item was to see to what relative extent those factors which could be associated with disruptive behavior (personal safety, support of administration, etc.) were sources of dissatisfaction.

In reviewing the average ratings presented in the display below, three factors generating most dissatisfaction for teachers at all three grade levels were: 1) salary, 2) chances for professional advancement, and 3) relationship with area/county level administrators.

Satisfaction/Dissatisfaction Scale

1	2	3	4	5
a source of major dissatisfaction	a source of moderate dissatisfaction	provides neither satis- faction nor dissatisfaction	a source of moderate satisfaction	a source of major satisfaction

Please review the following list of factors which define your professional working environment. Indicate the extent to which each is a source of satisfaction or dissatisfaction, by selecting the appropriate rating from the scale above and placing it to the right of the individual item.

		Elementary	Junior	Senior
A.	my salary	2.96	2.80	2.91
B.	my chances for professional advancement	3.20	2.97	2.93
C.	opportunities for professional development (through in-service, etc.)	3.82	3.38	3.38
D.	my relationship with parents	4.03	3.72	3.88
E.	my relationship with school-level administrators	4.06	3.72	3.76
F.	my relationship with area/county level administrators	3.37	3.03	3.12
G.	the facilities in which I teach (physical condition)	3.69	2.62	3.20
H.	the materials which I am given or have available to me	3.88	3.14	3.58
I.	the design of the curricula that I am encouraged to use	3.59	3.29	3.23
J.	the respect shown me by my students	3.99	3.57	3.98
K.	the extent to which the educational experience seems to change students' behavior	3.55	3.15	3.53
L.	the relevance of what is being taught to "real world" requirements	3.48	3.09	3.31
M.	the support received by me from administration, or other in-school resource personnel (counselors, etc.) in handling disruptive student behavior	3.64	3.36	3.62
N.	my personal safety	4.03	3.63	3.73
O.	the behavior of my students	3.49	3.21	3.76
	MEAN	3.65	3.24	3.46

Average satisfaction indices for elementary, junior, and senior high school teachers indicate that elementary teachers feel more general satisfaction with the job situation, followed by senior high school teachers with junior high school teachers the least relatively satisfied. Items which were included because of their sensitivity to disruptive behavior (J, K, M, N, and O) were not among those which were perceived as producing relatively great dissatisfaction.

Student Responses

Data from fifty-two elementary, five hundred and sixty junior high school, and two hundred and sixty-seven senior high school students are presented below. Data descriptive of these respondents' grade level, sex, and ethnicity, are presented in Appendix A of this report.

The first item in the questionnaire asks students to indicate how many times since September, 1975, a number of things had happened to them. The display below, shows the percentage of students in the three school levels who reported at least one occurrence since the opening of school in 1975.

Percent of Students Reporting at Least One Occurrence since September 1975	Elementary	Junior	Senior
Been hit hard enough to raise a bruise or bleed	26.9	21.4	8.6
Been threatened with serious injury	38.5	12.3	7.9
Had clothes or other belongings stolen from my locker	44.2	35.7	31.8
Had clothes or other belongings stolen from me by threats or by the use of force	9.6	6.4	1.5
Had belongings damaged or destroyed by others	26.9	20.5	12.4
Had money stolen	23.1	26.1	17.6
Been threatened with harm unless I gave money to someone	9.6	9.1	3.4
Been threatened with a knife	0	2.5	1.9
Been threatened with a gun	0	0.5	1.1
Been sexually abused	NA	2.9	1.1
Had food stolen in the cafeteria	9.6	11.6	1.5
Been in a class that was disrupted	55.8	44.5	34.1
Been in a class where the teacher was threatened or assaulted	19.2	19.3	16.1
MEAN	21.9	16.3	10.6

As indicated in the previous display, the most frequently occurring incidents for all grade levels were disrupted classes and theft of belongings from lockers or desks. The greatest amount of disruptive behavior appeared to take place at the elementary level with a mean percentage of students reporting at least one incident of 21.9 percent, as compared with 16.3 percent for junior high school students, and 10.6 percent for senior high school students. In interpreting these results it should be borne in mind that interviews, rather than questionnaires, were used to collect data at the elementary level. The greater opportunity for probing, intrinsic to this method, coupled with the greater sensitivity or feeling of vulnerability of the elementary school child may have positioned the elementary schools on the "disruptive" continuum at a more unfavorable point than the objective facts warranted.

Students were asked to indicate which places in or around school were relatively safe and which were relatively dangerous. The display below illustrates mean responses made to this item. Relatively low average scores identify those places which are perceived as most dangerous.

Which <u>places</u> in or around school do you tend to avoid because of the likelihood of being hassled or attacked by other students? For each of the places listed below, place a "1" before the places that are most dangerous, a "2" before those places which are sometimes dangerous and a "3" before those places which are fairly safe.	Elementary	Junior	Senior
the classroom, during classes	2.9	2.9	2.9
the halls, between classes	2.6	2.3	2.5
the cafeteria	2.7	2.6	2.6
outside the school, coming from, or going home	2.3	2.1	2.3
outside the school, during recess or break	2.7	2.4	2.5
outside my house, around my neighborhood	2.5	2.7	2.8
while engaged in outside activities, after school	2.7	2.6	2.6
in the restrooms, during school	2.6	2.2	2.2
in the school bus, coming to or going home from school	2.7	2.6	2.7
in the gym, locker-room, or athletic field	2.8	2.4	2.4

All grade levels indicated that they were fairly safe from attack by other students while in classrooms during class. The most relatively dangerous place for all grade levels appears to be outside the school (coming from or going home). In the interviews conducted with the elementary school children, the source of this danger appeared to be older (junior high school) students from nearby schools. It is interesting to note that, for this level of student, the school was perceived as a safer place than the students' own neighborhoods. Other relatively dangerous places (in secondary schools) were school restrooms, gyms (locker rooms) and athletic fields, halls (between classes) and outside school during recess or on a "break". Mean ratings for all locations for the three school levels seem to indicate that (in conflict with results of the previous question) junior high schools are most dangerous followed by elementary and senior high schools.

Students were asked the number of times thefts, beatings, and extortions were reported to school staff and which of the staff received these reports. The display below illustrates the percentage of incidents reported by students which were reported to school staff and, for each type of incident, the percentage of reports received by various school staff.

	Elementary	Junior	Senior
<u>If you had things stolen</u> , how many of these thefts did you report to the school staff?	46.0	35.8	42.1
What officials did you report these thefts to? (Check as many as apply):			
a teacher	79.1	35.9	36.9
a principal or assistant principal	16.7	26.9	24.8
a counselor	0.0	26.4	14.0
the police	4.2	10.8	24.2
<u>If you were beat up</u> , how many of the incidents did you report to the school staff?	75.0	16.5	5.4
What people on the school staff did you report these beatings to? (Check as many as apply):			
a teacher	75.0	11.5	8.6
a principal or assistant principal	16.7	25.5	22.9
a counselor	8.3	46.2	34.3
the police	0.0	16.7	34.3
<u>If someone threatened to hurt you unless you gave them money</u> , how many of these incidents did you report to the school staff?	0.0	35.1	20.0
What people on the school staff did you report these to? (Check as many as apply):			
a teacher	0.0	10.0	14.3
a principal or assistant principal	0.0	27.5	3.6
a counselor	0.0	36.8	35.7
the police	0.0	29.6	46.4

For the elementary students a majority of the beatings, but none of the extortions and less than one-half of the thefts, were reported. Discussing these issues with interviewees, there did not appear to be any pattern of organized extortion. Rather, the pattern was one of "forced loans" of rather small amounts of money on sporadic occasions. Most items reported stolen were rather small (paper, pencils, etc.) and were of minor significance to the students. In most cases, teachers were the staff members to whom reports of these incidents were made.

At the secondary levels, percentages of reporting fell off from the elementary level. At the junior high school level, counselors were the individual staff members to whom reports of both beatings and extortion were made in the majority of cases. Instances of theft were still reported to teachers for the most part.

A series of questions were asked regarding the extent to which the school was generally perceived to be a safe place, and the impact of disruption on the academic experience. The display below illustrates results obtained in response to these items.

	Elementary	Junior	Senior
Do you feel that your school is generally a safe place to be?			
Very safe, I never have to worry about anything happening to me or my belongings	37.3	16.0	23.4
Safe except for a few times and places I can easily avoid	37.3	51.3	53.1
Sometimes safe	23.5	24.3	21.5
Dangerous for much of the time, and in many places that are hard to avoid	0.0	7.4	1.6
Very dangerous all the time	2.0	1.1	0.4
Does your fear of other students' hassling you or stealing something from you interfere with your learning ability?			
YES	28.8	23.8	20.5
NO	71.2	76.2	79.5
If you answered yes, how much does this interfere?			
A great deal, I'm sure that I'd learn more if it weren't for that	6.7	23.4	29.1
A fair amount	33.3	35.7	41.8
Not very much	60.0	40.9	29.1
Does the disruptive behavior (talking, fighting, pushing and shoving; etc.) of other students in your classroom prevent you from learning to some extent?			
YES	44.2	60.0	55.9
NO	55.8	39.9	44.1
If you answered yes, how much does this interfere with your learning?			
A great deal	8.3	17.3	24.2
A fair amount	20.8	38.1	42.3
Not very much	70.8	44.6	33.6
In what way does it interfere?			
I can't concentrate because I'm too busy protecting myself	8.0	9.4	10.0
The teacher can't teach and handle those kids at the same time	16.0	40.3	39.3
There's too much noise to concentrate and learn	76.0	50.3	50.7

Approximately seventy-five percent of elementary students felt that their schools were "safe" or "very safe". This percentage declines to sixty-seven percent for junior high school students and then increases to seventy-six percent for senior high school students. Twenty-nine percent of elementary students report that their fear of other students interfered with their learning ability. Most of these students, however, indicate "not very much" interference could be attributed to this fear.

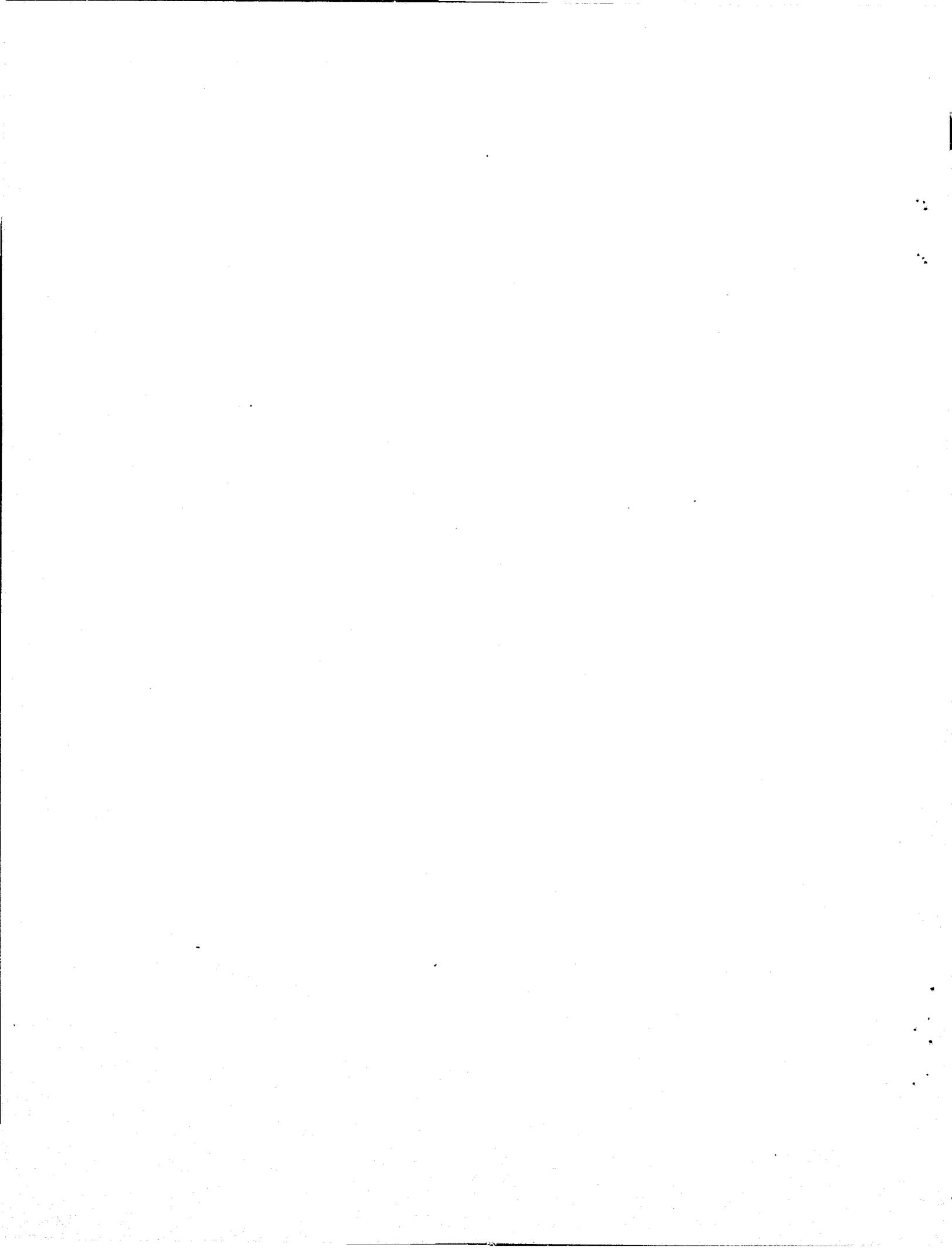
Approximately one-fifth of junior high and senior high students indicated that their learning was interfered with by their fear of other students (a lesser percentage than at the elementary level). However, a greater proportion of these students indicated significant amounts of interference. Interestingly enough, those students at the senior high level whose learning ability was interfered with, although constituting a smaller percentage, report a greater amount of interference than at the junior high school level (71 percent versus 59 percent reporting a "fair" amount of interference", respectively). Forty-four percent of elementary respondents, sixty percent of junior high respondents, and fifty-six percent of senior high respondents indicate that in-class disruptive behavior "prevented them from learning to some extent". The level of interference appears to increase with grade level, with 8.3 percent, 17.3 percent, and 24.2 percent of elementary, junior and senior high students, respectively, indicating that a "great deal" of interference occurs. The interference appears to take the form of noise in the classroom for students so affected.

The last series of questions asked students to indicate their characteristic mode of response to threat within the school, and to select "best" ideas for the elimination of disruptive behavior in the school.

	Elementary	Junior	Senior
What things do you usually do when threatened with attack or abuse? (Check as many as may apply)			
I tend to avoid places around school that are dangerous	53.8	49.2	43.0
I always have some friends with me	26.9	34.6	28.4
I tend to fight back	30.7	33.9	32.2
I report threats or things that happen to me or to the school	59.6	29.1	17.9
I discuss the problem with a counselor	13.4	19.4	9.7
I pay kids to leave me alone	1.9	2.6	16.1
I do other things	5.7	16.4	22.0
What kind of things could your school do to prevent students from harming or hassling other students?			
Hire more security police to patrol the halls	5.7	28.5	23.9
Expel the disruptive students	17.3	40.3	40.8
Make the penalty for disruptive behavior more severe	19.2	53.9	57.3
See that the same kind of kids go to school together	0.0	11.4	8.2
Put guards or other adults on the school buses	0.0	7.6	5.6
Keep people who don't go to the school out of the building	7.6	52.6	46.0
Put the disruptive students together, in their own classes	0.0	20.1	14.9
Put more adults in each classroom to maintain order	1.9	12.3	5.9
Suspend the disruptive students for a longer period of time	0.0	40.3	35.5

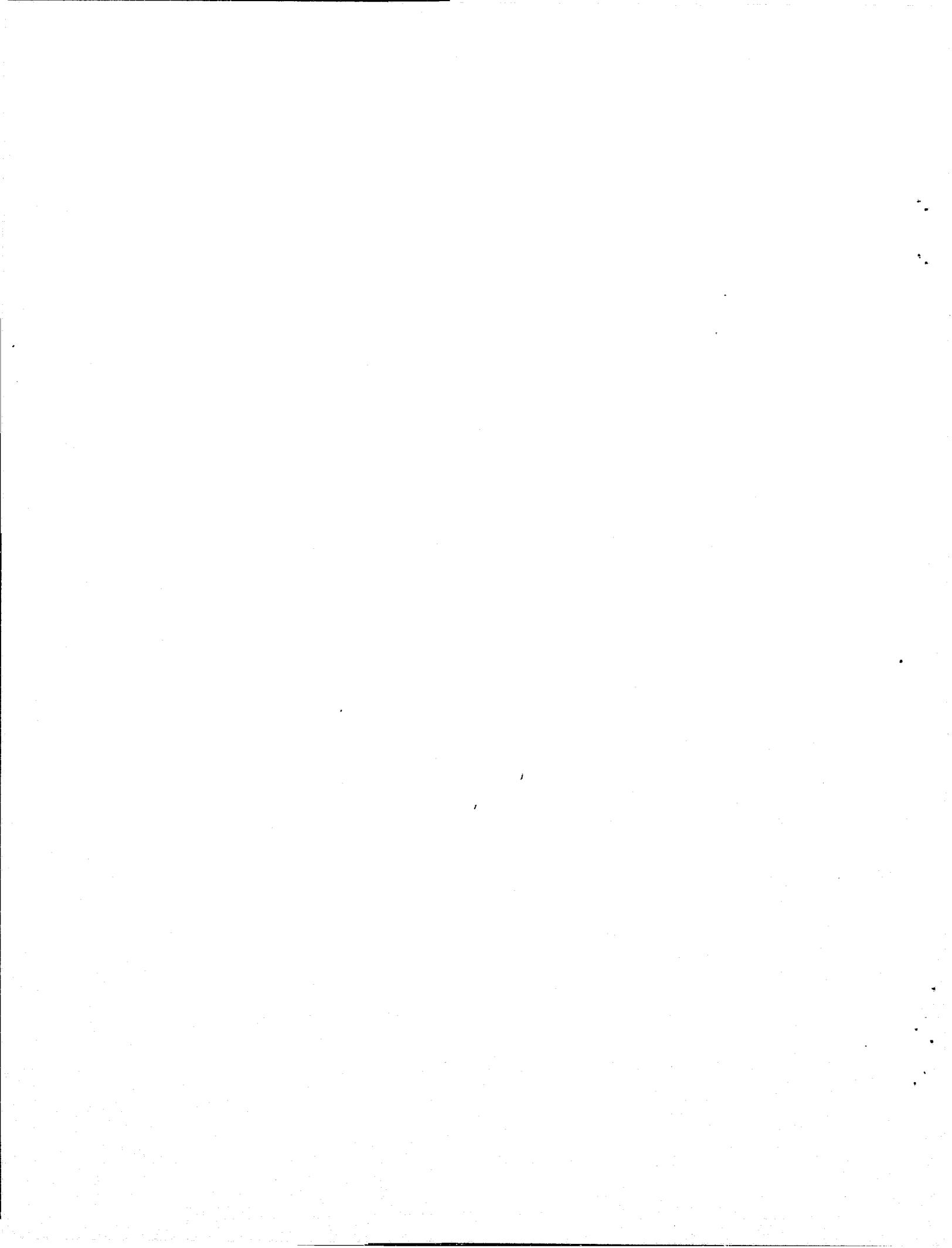
For all grade levels, avoidance of potentially dangerous sites or places is the most frequently adopted mode of response. Elementary students appeared to report threats to school staff, whereas junior and senior high school students fight back or take recourse through the protection of their friends. All grade levels selected "keep people who don't belong in the school out of the building" as the best solution to disruptive behavior, followed by expulsion and more severe punishment of the disruptive student.

APPENDIX A



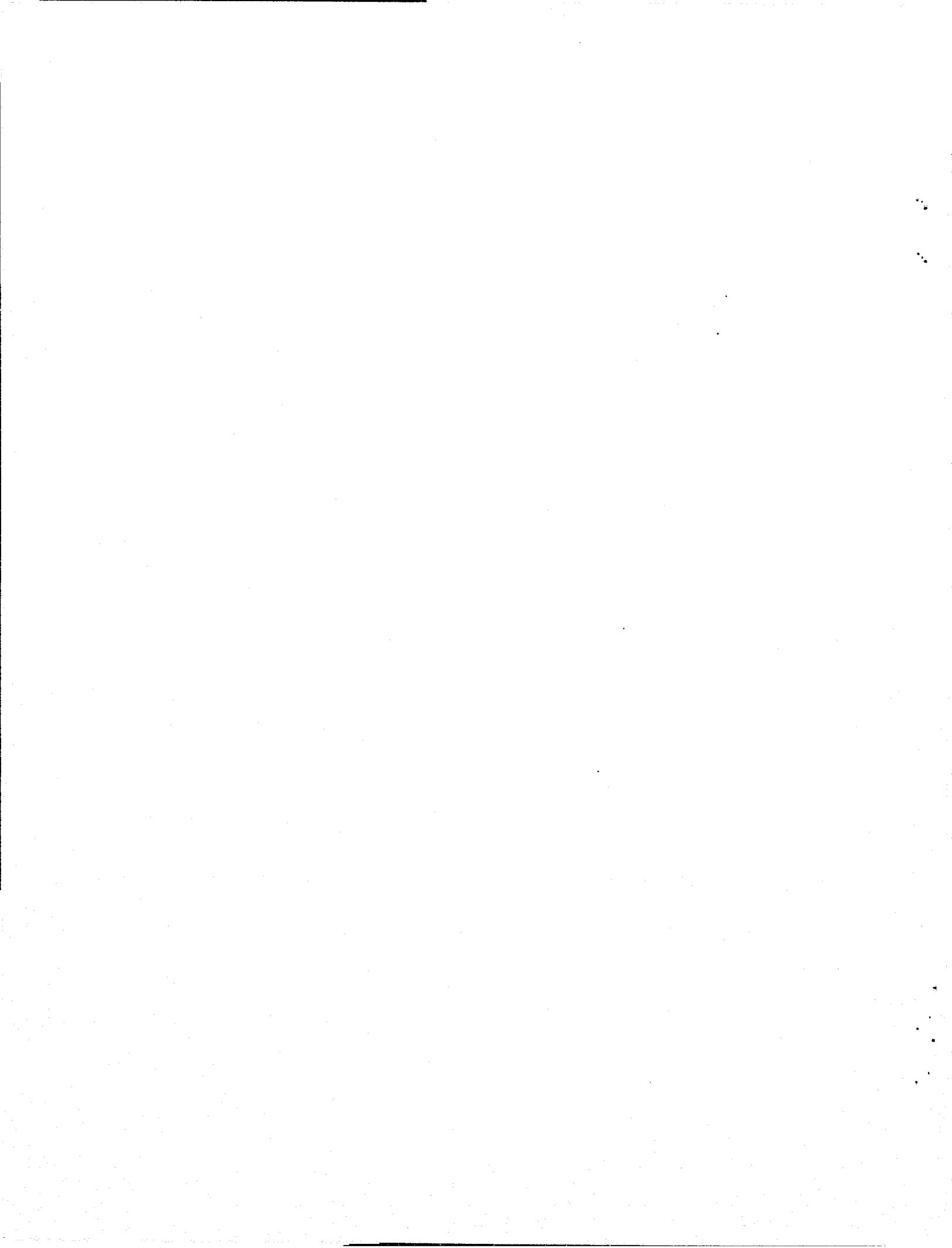
DESCRIPTION OF RESPONDING TEACHERS

	<i>Elementary</i>	<i>Junior</i>	<i>Senior</i>
Area:			
Northeast	16.7	17.2	18.8
Northwest	15.4	24.2	14.5
North Central	19.5	9.4	23.2
South Central	17.1	22.7	15.9
Southwest	16.7	14.1	20.3
South	14.7	12.5	7.2
Sex:			
Male	16.0	43.3	54.1
Female	84.0	56.7	45.9
Median Total Years of Teaching Experience (Dade & Elsewhere)	11.0	7.0	9.0
Degrees Held (All):			
Bachelors	91.3	83.5	75.7
Masters	23.8	32.4	39.2
Specialist	31.3	2.9	4.1
Ph.D.	.3	0	0
None	.3	.7	0

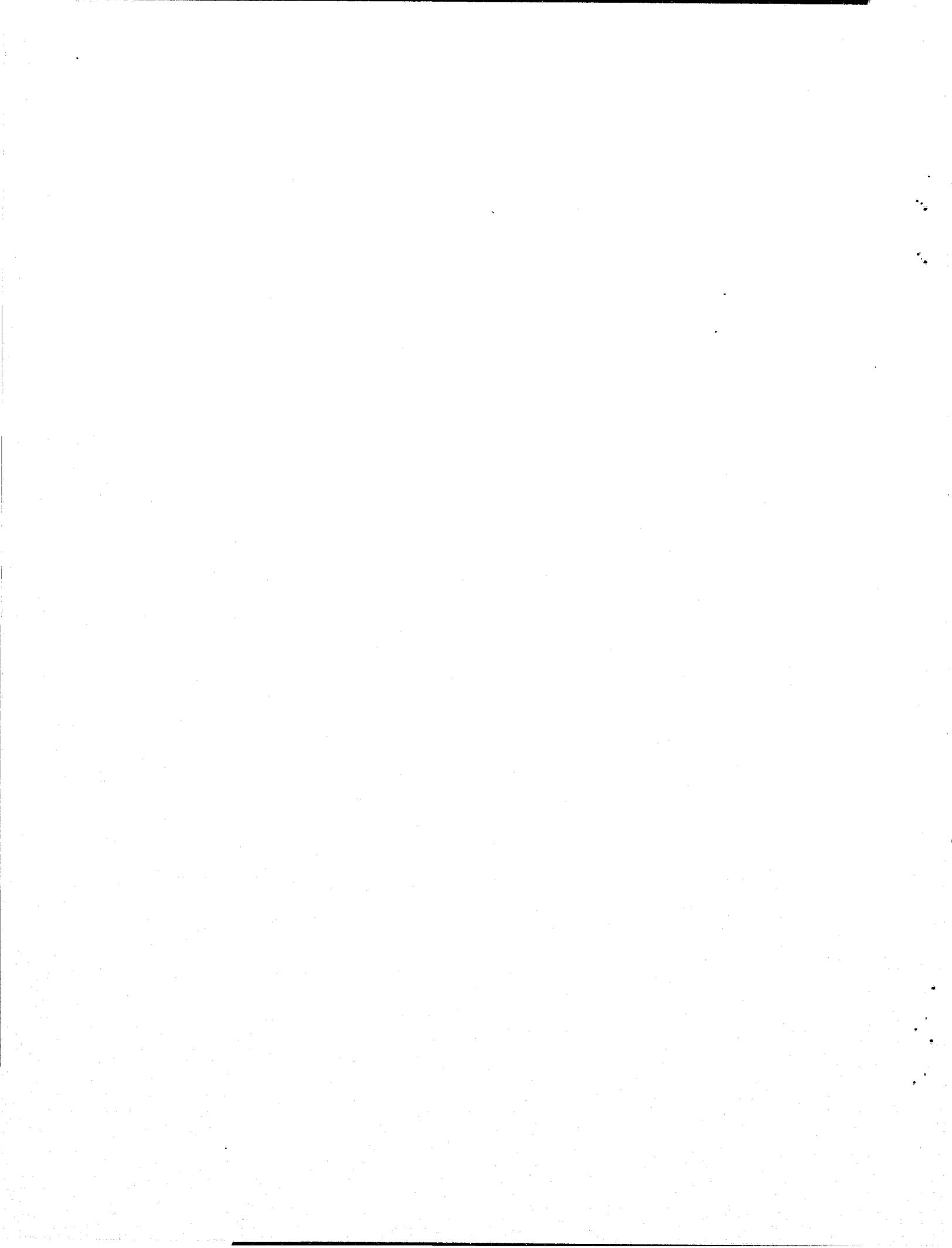


DESCRIPTION OF RESPONDING STUDENTS

	Elementary	Junior	Senior
Sex:			
Male	55.3	47.5	44.2
Female	44.7	52.5	55.8
Ethnicity (Percent):			
White	51.1	43.8	51.3
Black	31.4	22.5	26.2
Hispanic	17.6	31.9	20.5
American Indian/Alaskan Native	0	0.7	0.8
Asian/Pacific Islander	0	1.1	1.1



APPENDIX B



DADE COUNTY PUBLIC SCHOOLS

ADMINISTRATIVE OFFICE

LINDSEY HOPKINS BUILDING

1410 N. E. 2ND AVENUE MIAMI, FLORIDA 33132

DR. E. L. WHIGHAM
SUPERINTENDENT OF SCHOOLS

DADE COUNTY SCHOOL BOARD
DR. BEN SHEPPARD, CHAIRMAN
MRS. ETHEL BECKHAM, VICE CHAIRMAN
MR. T. HOLMES BRADDOCK
MRS. PHILLIS MILLER
MR. ROBERT RENICK
MR. WILLIAM H. TURNER
DR. LINTON J. TYLER

Dear Teacher:

The Evaluation Studies Section has been directed to evaluate the many programs within the school system which attempt to deal with the problems of disruptive student behavior.

As part of this study, we are asking a randomly selected sample of classroom teachers, of which you are one, to respond to the attached questionnaire.

We are attempting to ascertain the extent to which you must cope with disruptive behavior in your classroom, and its impact on the instructional process, whether you have had training or special orientation in coping with this behavior, the extent and quality of support you receive from school, area, and district level personnel, your evaluation of the efficacy of available tactics for dealing with this, and your personal exposure to several categories of disruptive student behavior.

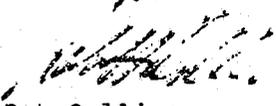
Please return the completed questionnaire directly to us via school mail, in the enclosed envelope. Return the completed questionnaire no later than March 26.

Be assured that your responses will be handled in the strictest confidence. No one outside the Evaluation Studies Section will have access to your individual responses. Also, the intent of the data analysis will be to draw a county-wide picture of teacher responses to this important issue, not to single out individual schools (or teachers) for specific mention in the evaluation report, or further action of any kind.

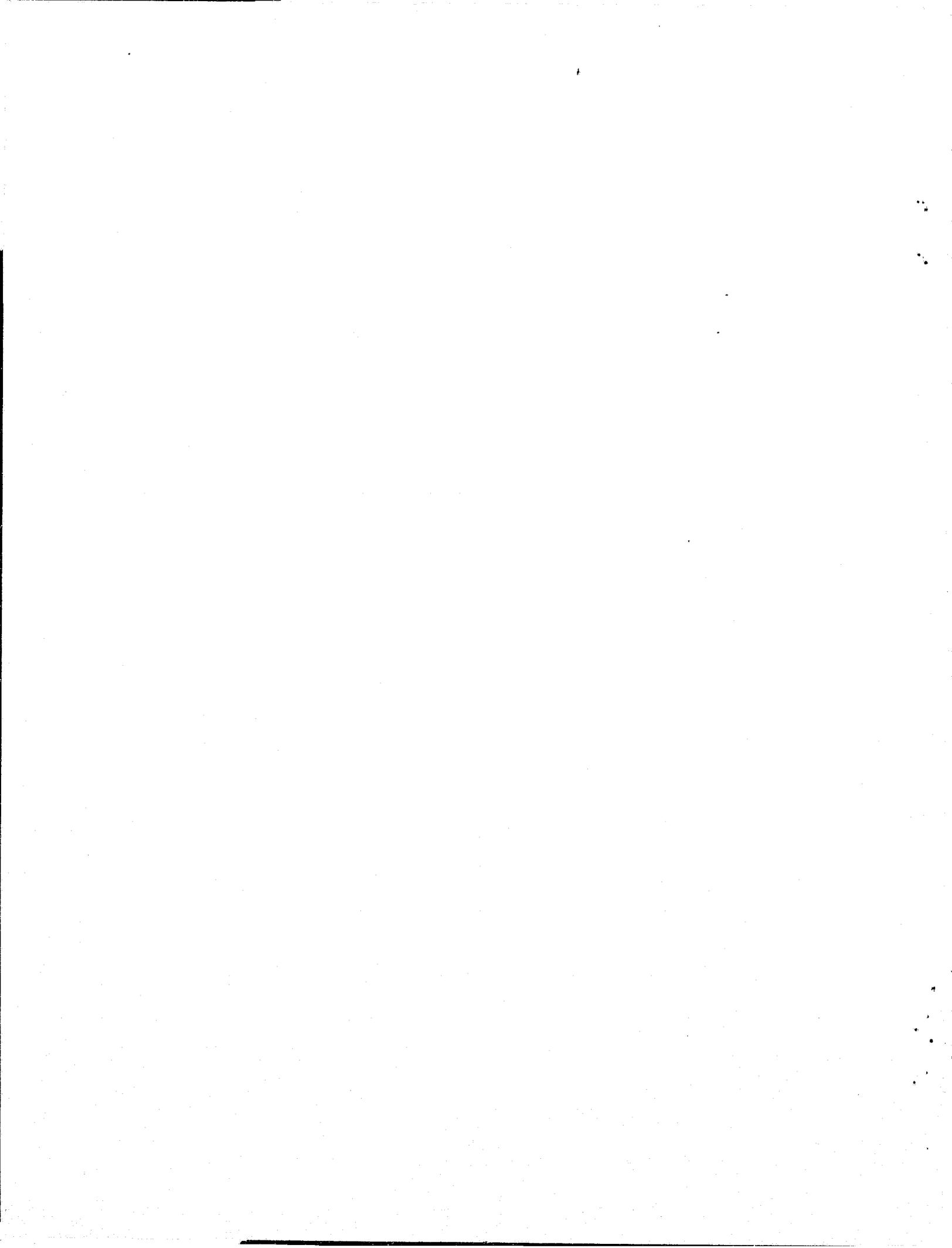
Should you have any questions concerning this evaluation or the attached questionnaire, please feel free to call the Evaluation Studies Section of the Planning and Evaluation Department, telephone 350-3862.

Your cooperation is appreciated.

Sincerely,


Bob Collins
Evaluation Studies Section

BC/av



Teacher's Questionnaire
Evaluation of Programs for Disruptive Students

CC
1-20

Your Name _____

Name of your school _____

Administrative area (check one):
 1 NE 3 NC 5 SW
 2 NW 4 SC 6 S

21

Grade level of school (check one): Elem. 1 Jr. High 2 Sr. High 3

22

Sex: 1 male 2 female

23

Years of teaching experience (Dade and elsewhere): _____
(Including this year as one)

24,25

Courses currently taught (where applicable, check as many as apply):

26 English 30 Industrial education 34 Business education
 27 History/social studies 31 Foreign languages 35 Driver education
 28 Physical education 32 Mathematics 36 Home economics
 29 Science 33 Music/art 37 Other (write in)

26-37

Degrees held (check as many as apply):
 38 bachelors 40 specialist 42 none
 39 masters 41 Ph D.

38-42

About what proportion of your time in the classroom is devoted to coping with disruptive student behavior (pushing, shoving, talking without permission, fighting, etc.)?

a. in your "worst" class? (check one)

1 0-20% 4 61-80%
 2 21-40% 5 81-100%
 3 41-60%

43

b. in your "best" class? (check one)

1 0-20% 4 61-80%
 2 21-40% 5 81-100%
 3 41-60%

44

Note: Teachers who are responsible for only one class should respond to items a and b, above, in identical fashion.

Indicate the number of times the following occurrences have happened to you since the start of school last September (1975), by placing the number to the right of each of the following incidents (include "0").

How many times this year have you:

had personal items taken from your desk? _____

45, 46

Had your car broken into on school-controlled property? _____

47, 48

had your car defaced or damaged on school-controlled property? _____

49, 50

- had a student shout, or use abusive language at you? _____ 51-52
- had articles stolen from your purse or school mailbox? _____ 53-54
- been threatened by a student with physical harm? _____ 55-56
- had your instructional process completely disrupted by the behavior of a student? _____ 57-58
- been threatened by a student with sexual abuse? _____ 59-60
- been struck by a student? _____ 61-62
- been sexually abused by a student? _____ 63-64
- had possessions forcibly taken from your person by a student? _____ 65-66
- been pushed or jostled hard enough in the hallway, or outside school to fall down? _____ 67-68
- had students report to you that they had objects or possessions stolen? _____ 69-70
- had students report to you that they had been physically assaulted? _____ 71-72
- had students report to you that they had been extorted? _____ 73-74
- had students report to you that they had been sexually abused? _____ 75-76

What do you feel to be the proper role for the classroom teacher in reacting to disruptive student behavior (check the statement which most closely matches your beliefs)

- 1 I feel that it is primarily the teacher's responsibility to handle incidents occurring within the classroom.
 - 2 I feel that the classroom teacher is just that, and should not be expected to be a disciplinarian as well. 77
 - 3 I feel that the classroom teacher's responsibility is to refer disruptive students to experts within the school for action (e.g., guidance counselors).
 - 4 (other) please write in other feelings you might have about this issue
-
-

How would you characterize the orientation of your school's administration with respect to helping with disruptive student behavior (check one)

- 1 they feel that it is the responsibility of classroom teachers to cope with this behavior on their own, and give a "black mark" to any teacher who seeks outside help. 78
 - 2 they strongly encourage teachers to develop and implement effective strategies to cope with disruptive behavior, but are helpful in offering assistance or in bringing in other resources to cope with "tough" cases.
 - 3 they feel that teachers should not have to cope with disruptive behavior, and encourage teachers to notify them or seek outside help at the first sign of serious disruptive behavior.
 - 4 other (please write in) _____
-
-

I feel that my training has prepared me to adequately cope with most cases of disruptive behavior (check one)

- 1 yes
- 2 no 79

Have you ever taken a course or an orientation whose primary purpose was to give you the knowledge and skills necessary for successfully coping with disruptive students?

1 yes 2 no

if yes: through what institution was the course(s) offered? (check as many as apply)

21 offered as part of my undergraduate or graduate degree program

22 offered as an in-service course (through FLRS or other similar organization)

23 offered as part of a conference, or seminar I attended

24 other (write in) _____

if no: how interested would you be in taking such a course if it were conveniently available to you? (check one)

1 very interested
2 moderately interested
3 slightly interested
4 not interested at all

Below are listed a number of tactics, or approaches, to reducing disruptive behavior. First, read down the list. For those which you have either employed personally or seen employed by others (counselors, etc.) a significant number of times (more than once or twice), rate their effectiveness by selecting the appropriate number from the scale below, and placing it beside each item that you checked. For those tactics which you have not employed, or seen employed, leave the rating space blank.

	4	3	2	1		
	very effective	moderately effective	slightly effective	not effective		
Effectiveness Rating	Tactics List					
					Conference with students' parents	26
					Placement of students in SCSI	27
					Individual counseling of students	28
					Group counseling of students.	29
					Application of behavior modification procedures	30
					Peer counseling	31
					Conferences between student and school administrators	32
					Assignment of students to "opportunity school"	33
					Involvement of juvenile court or juvenile authorities	34
					Outdoor suspension	35
					Indoor suspension	36
					Expulsion	37
					Transfer to another class	38

80

cc 1-20
 Dup.

21-24

25

What are some things that you feel could help to reduce the incidence of disruptive behavior in the school? (check three (3) of the best ideas).

- hire more security police to patrol the halls 39
- expel the disruptive student for a larger period of time 40
- make penalties for disruptive behavior more severe 41
- see that the same kinds of students go to school together (same social class, same academic interests, etc.) 42
- put more guards or other adults on the school busses 43
- keep people who don't go to the school out of the building 44
- isolate the chronically disruptive students in their own classrooms 45
- (other) please indicate other ideas that you might have _____ 46
- _____
- _____

To what relative extent do you feel that "behavioral" or educational solutions (as opposed to hardware/security systems approaches) are useful in reducing student disruptive behavior? (check one and comment if you wish)

- ¹ I feel that behavior of this kind cannot be changed, and that the best solution lies with the adoption of more extensive and sophisticated security systems. 47
- ² I feel that the only hope lies with the development of strategies for positively modifying disruptive behavior.
- ³ I feel that the optimum solution to this problem will likely employ both approaches.
- ⁴ other (please comment) _____
- _____

Do you feel that, over the past two or three years, the problem of disruptive student behavior has lessened, or intensified? (check one)

- ¹ lessened ² intensified 48
- if you checked "lessened", why do you feel that the trend has gone in this direction? (check two of the best reasons and comment, if you desire)
- the adult community (including school personnel) has become more sure of itself and is now demanding (and getting) more compliant student behavior. 49
- students have observed that disruptive behavior doesn't achieve ends or goals which are desirable to them. 50
- there has been a lessening of national unrest due to our pulling out of Vietnam and a subsequent reduction in the intensity of protest movements and other disruptive activity. 51
- school programs oriented toward modifying disruptive behavior are effectively coping with the problem. 52
- "security system" approaches to the problem of disruptive behavior have proven effective. 53
- youth in general have become more practically oriented, and are now more interested in getting good jobs than in protesting against perceived injustices. 54
- other (please comment) _____ 55
- _____
- _____

if you checked "intensified", why do you feel that the trend has taken this direction? (check two of the best reasons and comment if you desire)

- communication/trust between parents and the schools has broken down. 56
- the basic family structure along with its attendant role of imparting a system of values and morality has broken down. 57
- disruptive students have observed that little happens to them as a result of their behavior. 58
- the "student rights" movements and the threat of parents bringing suit against the school system has hamstrung effective disciplinary approaches. 59
- as a result of bussing, and other administrative/logistical practices, people of basically dissimilar social classes, academic orientations, etc. have been thrown together, increasing conflict. 60
- administrators at various levels are increasingly reticent to "back up" teachers in the implementation of disciplinary procedures. 61
- students perceive that the educational experience, as presently constituted, is essentially irrelevant. 62
- other (please write in) _____ 63

In what school location would you say that most of the serious, disruptive student behavior directed either at other students or staff occurs (check one)

- 1 in the classroom 64
- 2 in the hallways, between classes
- 3 in school-controlled property outside
- 4 in other areas (outside the classroom but inside the school building)

On the basis of your interaction with students, to what extent would you say that the disruptive behavior of other students, or the threat of physical intimidation or extortion, is a serious concern?

- 1 it is a major preoccupation of many students 65
- 2 it is of moderate concern to most students
- 3 it is of slight concern to most students
- 4 it is a matter which does not seem to preoccupy students at all

What effect does disruptive behavior appear to have on students' (check one):

- a. learning? 66
 - 1 major impact
 - 2 moderate impact
 - 3 slight impact
 - 4 no impact
- b. enjoyment of the educational experience (check one) 67
 - 1 major impact
 - 2 moderate impact
 - 3 slight impact
 - 4 no impact

How would you characterize the prevalence of disruptive behavior? (check one)

- ¹ it is a malady which seems to be fairly wide spread and which effects the behavior of most students.
- ² most of the disruptive behavior appears to be caused by a relatively few, "hard core" disruptives who are easily identified.
- ³ there are a few "hard core" disruptives, but this sort of behavior is being adopted by many other students as well.

68

Please review the following list of factors which define your professional working environment. Indicate the extent to which each is a source of satisfaction or dissatisfaction, by selecting the appropriate rating from the scale below, and placing it to the right of the individual item.

<u>Satisfaction/Dissatisfaction scale</u>				
1	2	3	4	5
a source of major dissatisfaction	a source of moderate dissatisfaction	provides neither satisfaction nor dissatisfaction	a source of moderate satisfaction	a source of major satisfaction

my salary	—	69
my chances for professional advancement	—	70
opportunities for professional development (through in-service, etc.)	—	71
my relationship with parents	—	72
my relationship with school-level administrators	—	73
my relationship with area/county level administrators	—	74
the facilities in which I teach (physical condition)	—	75
the materials with which I am given or have available to me	—	76
the design of the curricula that I am encouraged to use	—	77
the respect shown me by my students	—	78
the extent to which the educational experience seems to change students' behavior	—	79
the relevance of what is being taught to "real world" requirements	—	80
the support received by me from administration, or other in-school resource personnel (counselors, etc.) in handling disruptive student behavior	—	21
my personal safety	—	22
the behavior of my students	—	23

cc 1-20
Dup.

Please provide any additional comments you would care to make concerning the problem of disruptive behavior in the schools. _____

DISRUPTIVE BEHAVIOR PROGRAM
EVALUATION QUESTIONNAIRE (STUDENT)

Dear Student:

The school system is interested in learning how often you have been the victim of abuse or crime within your school. Your answers to the following questions will help us work with this problem. At a later date some of you may be interviewed by someone from our office to obtain additional information about your answers. Thank you for your time and effort.

Bob Collins
Evaluation Studies Section
Telephone: 350-3862

Please answer the following questions about yourself:

CC

What is your name? _____

What is the name of your school? _____

1-5

What is your age? _____

6-7

What is your grade? _____

8-9

What is your sex? (check one) 1 Male 2 Female

10

What is your ethnic origin? (check one)

White, Non-Hispanic 1

Black, Non-Hispanic 2

11

Hispanic 3

American Indian/Alaska Native 4

Asian/Pacific Islander 5

Please indicate how many times the following things have happened to you in or around school since school began last September (1975). Place the number on the line to the right of each item.

Been hit hard enough to raise a bruise or bleed _____

12

Been threatened with serious injury _____

13

Had clothes or other belongings stolen from my locker _____

14

Had clothes or other belongings stolen from me by threats or by the use of force _____

15

Had belongings damaged or destroyed by others _____

16

Had money stolen _____

17

Been threatened with harm unless I gave money to someone _____

18

If someone threatened to hurt you unless you gave them money, how many of these incidents did you report to the school staff? _____

47

What people on the school staff did you report these to? (Check as many as apply)

48

 a teacher

 a principal or assistant principal

49

 a counselor

 the police

 none of these

50

51

52

Do you feel that your school is generally a safe place to be? (Check one)

53

 very safe, I never have to worry about anything happening to me or my belongings

 safe except for a few times and places I can easily avoid

 sometimes safe

 dangerous for much of the time, and in many places that are hard to avoid

 very dangerous all the time

Does your fear of other students' hassling you or stealing something from you interfere with your learning ability?

 yes

 no

54

If you answered yes, how much does this interfere? (Check one)

 a great deal, I'm sure that I'd learn more if it weren't for that

 a fair amount

 not very much

55

Does the disruptive behavior (talking, fighting, pushing and shoving, etc.) of other students in your classroom prevent you from learning to some extent?

 yes

 no

56

If you answered yes, how much does this interfere with your learning? (Check one)

 a great deal

 a fair amount

 not very much

57

In what way does it interfere? (Check one)

 I can't concentrate because I'm too busy protecting myself

 The teacher can't teach and handle those kids at the same time

 There's too much noise to concentrate and learn

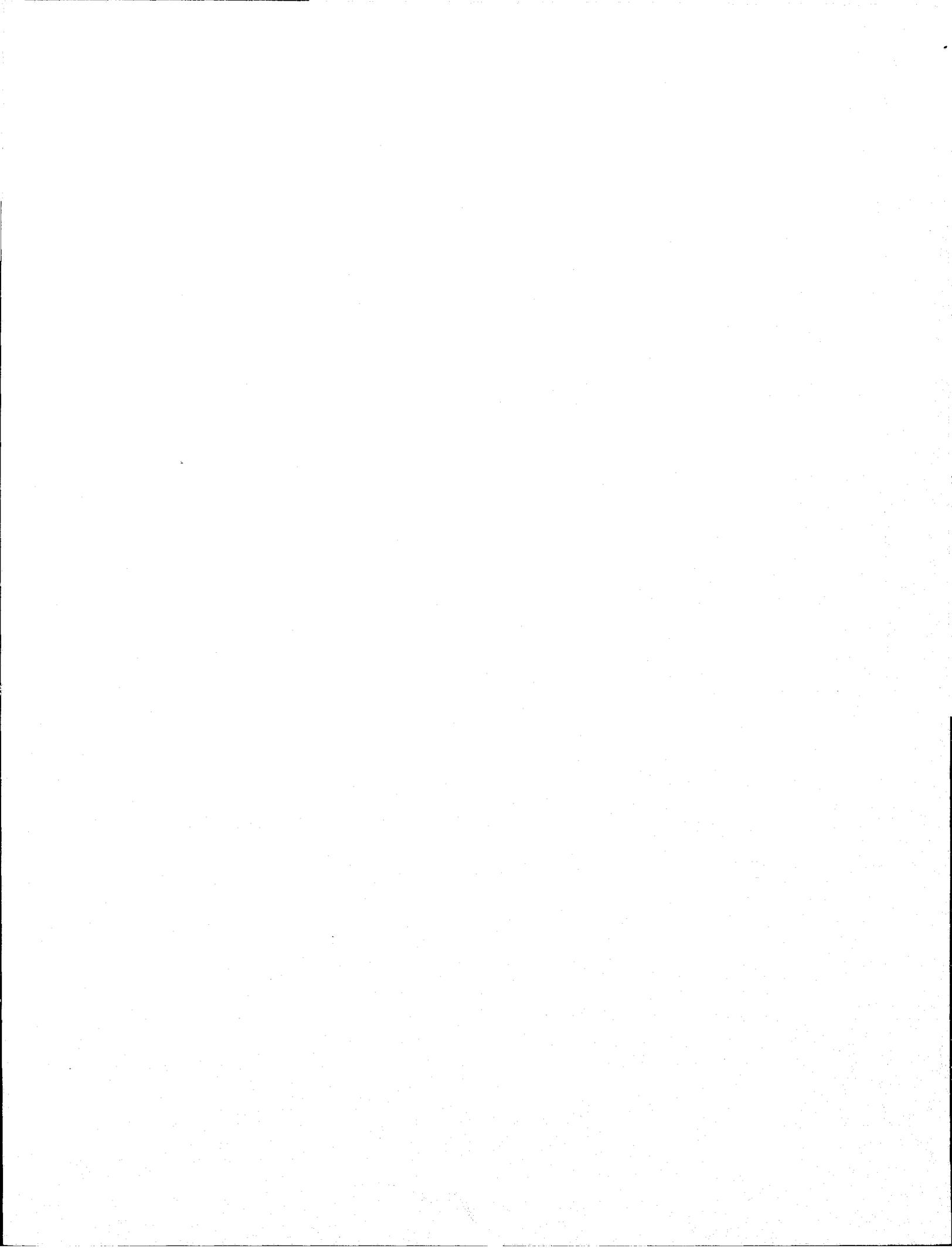
58

What things do you usually do when threatened with attack or abuse? (Check as many as may apply)

- I tend to avoid places around school that are dangerous 59
 - I always have some friends with me 60
 - I tend to fight back 61
 - I report threats or things that happen to me to the school 62
 - I discuss the problem with a counselor 63
 - I nay kids to leave me alone 64
 - I do other things (please describe) _____ 65
-

What kind of things could your school do to prevent students from harming or hassling other students? (Check three (3) of the best ideas)

- hire more security police to patrol the halls 66
 - expel the disruptive students 67
 - make the penalty for disruptive behavior more severe 68
 - see that the same kind of kids go to school together 69
 - put guards or other adults on the school buses 70
 - keep people who don't go to the school out of the building 71
 - put the disruptive students together, in their own classes 72
 - put more adults in each classroom to maintain order 73
 - suspend the disruptive students for a longer period of time 74
 - if you have other ideas about what your school could be doing, please write a few sentences describing these ideas: _____ 75
-
-
-
-
-



END