FIRST YEAR EFFECTIVENESS OF A JUNIOR HIGH SCHOOL
BEHAVIORAL MANAGEMENT PROGRAM

by

Linda Ann Gunning

A Master's Research Project Submitted in Partial
Fulfillment of the Requirements for the Degree
Master of Arts

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Director of Graduate Studies
ABSTRACT

This study was a research project conducted for the purpose of assessing and evaluating the newly instituted behavioral management program at Children's Junior High School. The study was a descriptive evaluative study on the "Make Your Day" program, which was developed to allow students free-will and choice regarding their own behavior and giving every student the right to learn without being disrupted by others.

A survey was conducted on the 7th and 8th grade students and teachers at Children's Junior High School. Quantitative and qualitative data were collected and analyzed to measure the success of the goals of the program.

Results demonstrated that certain goals of the program fell short of the expectations, such as the step process that was formulated to allow students to enter into the step mechanism to reflect on their behavior and make appropriate corrections. Data showed that students were not using the step process to achieve such goals; however, other goals such as empowering students with free-will and choice had success in the concept of student internal locus of control.

Recommendations were made to strengthen certain weak points in the program, such as increased involvement by the students by
peer leadership groups and reinforcement to students on the conceptual goals of the program, emphasizing the self reflection and correction process and dispelling the punishment perception of the students. In addition, it was suggested to use this research data as baseline data and repeat the study on an annual basis to be able to see increased or decreased success in the program goals or uncover any trends regarding the effectiveness on student behavior.
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CHAPTER 1

THE PROBLEM

Introduction to the Study

The "Make Your Day" (M.Y.D.) program is a behavioral management program instituted at Children’s Junior High School for students. The philosophy of the program advocates promoting development of the internal locus of control in students. In the program there is a series of "steps" a student goes through when being disruptive. At any point a student has the option to halt the behavior with minimal consequences or keep disrupting and progressing up to step 5. At this point the student will be sent home but may return the next day with a parent. The teacher does not yell or make a scene; it is communicated quietly and calmly to the student that he/she is on step 1 and so forth up the steps. The "Make Your Day" concept supports the student’s right to succeed or fail. The main theme of the MYD program is "No-one has the right to interfere with the learning or rights of others" (Brown, 1991 p.1). This study will use evaluative descriptive research methods to determine whether the first year of the program is achieving its goals and whether the concept is meeting the needs of the students.
Background

After a year of declining discipline and several violent incidents where several students were expelled from the school, the school board and administration at the Junior High instituted a committee to investigate alternative behavioral programs to bring back a sense of structure and consistency to the campus. Teachers under the direction of the school counselor met at the end of the 1992/93 school year as a volunteer committee to develop ideas for a more manageable and enforceable program. The ideas brought forth in this committee were determined to be only part of the answer. The Superintendent, having newly come from another district, had knowledge of the "Make Your Day" program. It was decided to bring the program to Children’s Junior High School to begin at the beginning of the 1993/94 school year.

The staff were trained in program methods during the three days of pre-school inservice, and during the first two days of school the students were walked extensively through the program, allowing discussion and input on the consequences and earned rewards. Literature containing program explanations and goals were sent home with the students to elicit parental support and participation. Parents were requested to sign a permission form that was sent home with the students during the first few days of school.
Purpose of the Study

The purpose of the study is to ascertain whether the goals of the newly instituted program are being achieved by the students in the Junior High School in this first year of implementation. The identified goals in the MYD program to be evaluated for the purpose of this study are as follows:

1. To give students a sense of achievement by providing an internal locus of control philosophy for each student in the program.  
2. To correct student misbehavior, by emphasizing positive behavior.  
3. To exert an informative style of intervention verses a dictatorial style when setting limitations, promoting free will and choice.  
4. To allow students to learn without being disrupted by others.  
5. To offer an effective program for the success of all students.

By evaluating the progress or the lack of progress, goal revisions may be made and objectives may be refined. The climate in a school setting needs to be conducive to the learning process of students and is contingent on how the rules and guidelines are observed. Administrators and teachers who maximize control within their classrooms by empowering students with the right to fail without punishment eliminate teacher frustration and burn out and enable school counselors to put the onus of acceptance and responsibility onto the student.
Research Questions

Five research questions were generated for the purpose of evaluating the effectiveness of the goals of the MYD program. They are as follows:

1. Do the students feel a sense of achievement within the program that supports the conceptual internal locus of control philosophy regarding their behavioral actions?

2. Are the corrections of the student’s behavior emphasizing the desired positive behavior?

3. Is the process successful at displaying an informative style rather than a dictatorial style when setting limitations, promoting free will and choice?

4. Do the students feel like they are achieving the desired effect of learning without being disrupted by others?

5. Does the actual practice patterns of the students in the program demonstrate effectiveness of MYD program goals?

Theoretical Basis

"If desirable behavior is to be learned, educators must know that it must be taught and must commit themselves to developing methods, procedures, and practices for teaching it" (Wayson, 1985, p. 227).
Combs (1985), through his work in humanistic-experiential psychology, delineated four basic principles that enhance a person's understanding of self discipline: (a) perceptions determine self-discipline; (b) persons who are self-disciplined view themselves positively; (c) success reinforces self-concept and self-discipline; and (d) belongingness is a requisite for self-discipline.

Gathercoal (1987) supports the idea that teachers should refrain from parenting students in matters of discipline and accept them as young persons with rights and freedoms.

According to Getlinger (1988), a reactive discipline program becomes more centered on disruptive students rather than focusing on the students who behave appropriately.

Together these theorists offer insight and personal philosophy that lay foundations for behavioral management models.

**Significance of the Study**

The results of this study can provide reference information for further refinement and future goal setting of the "Make Your Day" program management. The information in this study will provide for the Junior High School data to expand or omit this program from their options while dealing with the discipline, violence and related problems that had surfaced in the past school year. Data regarding this new behavioral approach could help other schools looking at this
program as an option in their facilities. Counselors could assist students with goal setting when looking at successes and failures within the program.

Operational Definition of Terms

"Make Your Day" (M.Y.D.) - A behavioral management program that gives the onus of control to the student. It provides a positive system for rewarding students' efforts and a nonpunitive method of dealing with inappropriate behavior. The program is based on the premise that "No one has the right to interfere with the learning or rights of others." Students are provided with the opportunity to be involved in a self-peer-teacher evaluation of their efforts on an hourly basis, which is given substance by the earning of points (Brown, 1991).

Reality-Based consequences - Consequences are the result of an action. This differs from punishment in that there is no harsh penalty or treatment but rather the consequences of an action are a result of the student's decision which was previously and cooperatively agreed upon between the teacher and the student (Brown, 1991).

Empowering - To authorize, (Webster's Dictionary, 1988). Students are empowered by allowing them to actively participate in the implementation of the "Make Your Day" program and hopefully results in the students accepting the cooperatively established limits.
**Internal locus of control** - A type of system where the students have the ability to control the outcome of a situation according to how they decide to handle a particular incident or issue according to the pre-set consequences (Brown, 1991).

Cooperative - Done in cooperation with others; characterized by willingness to cooperate, (Webster’s, 1988). In the "Make Your Day" program, the students cooperatively, along with the administration, teachers and school counselor, decide the consequence and/or rewards for certain observed behaviors (Brown, 1991).

"Steps" - A series of levels that a student progresses through when he/she is being disruptive to the class or not allowing another student to learn. The student has the option to quit engaging in the disruptive behavior or has the choice to keep being disruptive and progress to level 5 and be sent home from school and to return the next school day with a parent for a conference (Brown, 1991).

**Assumptions**
The responses of Junior High children whose ages range from 11 to 14 can sometimes be inconsistent. However, for the purposes of this study, the researcher assumes that both students and teachers responded honestly to the surveys.

**Limitations**
Due to the limited number of students who participated in this study, the results may not be generalizable to other students
at other Maricopa County Junior High Schools.

Organization of the Remainder of the Study

The remainder of the study is presented in four additional chapters. Chapter two is the literature review relating pertinent research on behavioral programs and professional opinions on behavioral philosophy from selected authors that have done studies on behavioral management.

Chapter three describes the methodology used to evaluate this program. It contains a review of the purpose of the study and identifies the methods used in the research. The sample and population are discussed along with the questionnaire that was used to evaluate the program.

In chapter four, the findings of this study are presented. It includes non-evaluative reporting of the data and reports responses to each research question stated in chapter one on student successes or failures with the program.

Chapter five contains a summary of the entire study with conclusions and recommendations.
CHAPTER II

LITERATURE REVIEW

When educators are asked to comment on the most critical issues facing the classroom, the most frequently cited response is discipline (Manuele and Cicchelli, 1984). Some of the disturbing behaviors facing school officials are: physical aggression, peer affinity, attention-seeking, challenge of authority, and critical dissension. Regardless of the focus of the problem used to define discipline encounters—acting-out disruptive behavior—the outcome remains the same. Children and adolescents who demonstrate incidents of inappropriate behaviors stand a increased chance of failing or ending up as a "drop out" or "push out" from school. Clearly, behavior problems in the schools create a tremendous challenge to school personnel (Mannule & Cicchelli, 1984).

Many methods have been tried over recent years, such as assertive discipline and behavior modification. In this literature review the researcher will explore varied philosophies of behavior management used by the educational community as student behavioral models as well as the philosophy and goals of the "Make Your Day" program. Additionally one other study on the M.Y.D. program will be
discussed.

Assertive Discipline

Lee Canter and Marlene Canter initiated a behavioral management program called Assertive discipline in 1976. They published a book called Assertive Discipline: A Take-Charge Approach for Today's Educator. Many teachers across the country have been trained in Assertive Discipline techniques in countless workshops in thousands of schools according to Render, Padilla and Krank (1989).

Lee and Marlene Canter did extensive research into the traits of teachers known to have good control of their classrooms. Their research concluded with the drafting of a control system called Assertive Discipline. Teachers were categorized as: assertive, nonassertive, and hostile.

According to Render, Padilla and Krank (1989), assertive teachers take the following stands:

1. I will not tolerate any student stopping me from teaching.

2. I will not tolerate any student preventing another student from learning.

3. I will not tolerate any student engaging in any behavior that is not in the student's best interest and the best interest of others.

4. Most importantly, whenever a student chooses to behave appropriately, I will immediately recognize
and reinforce such behavior.

5. Finally, assertive teachers are the boss in their classroom. They have the skills and confidence necessary to take charge in their classroom. (Render, Padilla and Krank, 1989).

Assertive Discipline theory states that students receive negative consequences when they behave inappropriately and positive consequences when they behave appropriately. In contrast, students in the "Make Your Day" program, are quietly and discreetly put on a "step." If the student continues to disrupt, he or she is again quietly and discreetly given another "step." The student has a choice to stop the behavior without being shamed or embarrassed.

Assertive Discipline is an approach where the teacher sets limits on student behavior and provides positive reinforcement for appropriate behavior, (Render, Padilla and Krank, 1989).

Control Therapy or Reality System

William Glasser, the author of a number of books on counseling and discipline, and the president of the Institute for Reality Therapy in Canoga Park, California, believes that schools must help children understand that whether good or bad, most of what they do with their lives is their choice (Glasser, cited in Brandt, 1988).
Control therapy is based on the concept that we are all driven by basic needs and that all of our behavior is our best attempt to deal with the world so that we can best satisfy these needs. These needs--survival, love, power, fun, and freedom--are built into our genetic structure and are just as much a part of our genetic heritage as our arms and legs (Glasser 1984). He goes on to say that to control does not mean to dominate. It means control as when we steer (control, not dominate) our car.

Glasser states that:

Many people believe lack of discipline is the cause of almost everything that is wrong with our schools. While I would be the last to deny that many students lack discipline, I never believed this is the real reason why any school functions poorly. Poor discipline, which I define as failure to work hard and failure to follow rules, is the symptoms of a much more basic problem: All education is based on a stimulus-response theory of human behavior which I believe is wrong. As long as we continue to follow this theory, we will be unable to make the improvement in our schools we all believe is necessary (Glasser 1984, p. 241).

Glasser's approach to schools and reality therapy was described in the book *Schools Without Failure* (1969). The outline of his basic concepts are as follows:

1. Become a friend to the student and solicit the student's wants and needs. If a student is misbehaving, he should be confronted as to what need he is trying to satisfy.

2. The teacher should then identify what he is doing to meet that student's need.

3. The teacher should then ask the student if his
behavior will get him what he needs.

4. The teacher should help the student identify ways in which his needs could be met.

5. Ask the student to commit to a plan, agreed upon between the student and teacher, to help get his needs met.

6. The teacher should not except excuses. If the student starts to be non-compliant, enter into a new agreement.

7. The goal is not to punish but to restrict freedom.

8. Don’t give up. Some students may take longer than others to realize they can be in control. (Glasser, 1969).

Glasser’s plan, described above, like the "Make Your Day" program, advocates involving students in decision planning, making of goals, and identifying objectives and consequences.

Positive Reinforcement or Behavior Modification

One theory relating to behavior management was researched by B.F. Skinner (1953). Skinner was a professor at Harvard University where he received various awards and distinctions for his work on positive reinforcement. Skinner published various writings on human behavior as related to societal concerns. His academic career was focused on the investigation of operant conditioning, which refers to changes
in one's behavior that occur as a function of responses being reinforced (positively or negatively) or punished. Skinner's research relied on scientific experimentation rather than speculative reasoning, thus making his data sound. The behavior-management techniques that emerged from the laboratory research of behavior analysts has been adopted by professionals in mental health, educational and correctional settings. The further development of these techniques has been conducted under the banner of applied behavior analysis. The behavior-analytic procedures have proved to be a useful means for behavioral management in these special environments (Proctor and Weeks, 1990).

According to Paul Sagal (1991), New Mexico University, Skinner believed that all human behavior is controlled and conditioned by external factors. He states that no act—from very basic ones to major comprehensive ones—can be absolutely free. Skinner’s view regarding how behavior is controlled has two basic factors: 1. What happens while we do something; and 2. What happens as a consequence of our action. If what happens is a positive experience, a person tends to repeat the behavior and thus ultimately establish a pattern. Sagal goes on to say that: "Skinner believed that if the environment is changed, so is the behavior" (Sagal, 1991).

Modification of behavior is actually not new. Parents modify the behavior of their children, employers have modified the behavior of employees, and friends, lovers, and
acquaintances modify the behavior of each other. The difference is the acquired understanding of how we do so, derived from an experimental analysis of behavior. In behavior modification the process is said to intervene in the lives of others and manipulate them. Whether it should be done is an ethical question. The systematic use of operant conditioning for the purpose of reinforcing consequences for the user has been widely debated. Corporal punishment has been largely replaced by other aversive consequences, but it is still true that most students study to avoid the consequences of not studying. Children learn in real life without the help of contrived aversive contingencies; should they not do so when being taught? It has taken several decades to discover that there are no natural consequences that can be efficiently used to shape the early stages of reading and writing. Skinner states that the behavior is too much the product of an advanced culture, and special contingencies must be contrived (Skinner, 1987).

Self-Discipline

According to Rogus (1985), who is a professor of education at the University of Dayton, self-discipline is the most effective form of discipline and the promotion of self-discipline is an important goal for all schools. Students with self-mobilization and commitment perform most effectively in school settings. In addition, self-
organization and control are prerequisite to developing a sense of caring for others.

Self discipline can be defined as the ability and will to do what needs doing as long as it needs to be done and to learn from the results of one's efforts. Research with respect to the locus of control and its effect on learning indicates: (a) individuals who believe they can control their destinies are likely to use previously learned skills in acquiring new ones; (b) internality is positively related to such desired outcomes as classroom participation, scores on academic achievement tests, and ability to delay gratification; and (c) students with an internal locus of control demonstrate greater flexibility and attentiveness as well as better performance and higher rates of knowledge than students with an external locus (Rogus, 1985).

A.W. Combs (1985), a consultant in education and psychology in Greeley, Colorado, studied humanistic-experiential psychology and formulated four basic principles that guides a person's perception of self-discipline: (a) perceptions determine self-discipline; (b) individuals who are self-disciplined view themselves positively; (c) success reinforces self-concept and self-discipline; and (d) belongingness is a requisite for self-discipline.

Essential to the achievement of self-guidance is self esteem. Lerner (1986) states his reaction on earned self esteem as follows:
Earned self-esteem is based on success in meeting the tests of reality—measuring up to standards—at home and in school. It is necessarily hard-won and develops slowly, but it is stable and long-lasting, and provides a secure foundation for further growth and development. It is the polar opposite of what I call the "feel good now" self-esteem fashionable today. Standards and demands on students to keep working until they meet them, are critical steps toward earned self esteem. (p.33)

According to Bluestein (1985), children who operate from an internal value system are better able to make decisions, have greater confidence in their ability to function without authority, and are less likely to exhibit the manipulative qualities of dependence and helplessness. These students also tend to have a more realistic sense of who they are.

Students need to perceive that there truly is some payoff in choosing the more positive behavior. The payoff needn’t be a specific tangible reward; it could be anything that makes the cooperative choice appear more need-fulfilling. Setting up contingencies and payoffs in classroom management indicates to children that we see their behavior as meeting their own needs, as opposed to "giving in" to a win-lose power struggle. Everyone needs a sense of control, and children are no exception. Having a measure of control gives a sense of belonging and leads to the behavior all people dream about: self motivation, initiative, and participation (Bluestein, 1985).

The "Make Your Day" program

"No one has the right to interfere with the learning or
rights of others" (Brown, 1991, P.1).

This rule is the basis of the philosophy of the M.Y.D. program model. In this program students are provided with the concept of free-will and choice. The program model expounds that it is not a controlling technique or a discipline program, but a philosophy that promotes development of an internal locus of control in students.

The "Make Your Day" program developed by Earl Brown (Brown, 1991) is provided in Appendix B. For this study, the researcher will use a shortened overview of the program explaining philosophy and program components to enable comparison with other research and program models in the field.

Burns (1990), in his doctoral study, which was an evaluation of the MYD program, described the goals of the program as the following:

1. To assist students in developing a sense of reality regarding the consequences of their behavior.
2. To teach and provide opportunities for students to exercise pertinent decision making skills regarding their behavior.
3. To effect covert as well as overt behavior thereby helping students to develop self-direction or autonomy in the control of their actions.
4. To assist students in the development of, and to provide opportunity for, the use of relevant
assertive social interaction skills.

Students are provided with the opportunity to be involved in a self-peer-teacher evaluation of their efforts on an hourly basis, which is given substance by the earning of "points." The emphasis in this phase is on self-evaluation, the ability to review one's personal effort for the previous period in order to make a determination if the expectations are being fulfilled to the best of their ability.

A teacher-monitored, brief verbal exchange takes place that allows the students to communicate their feelings and perceptions while resolving the issues of their mis-behavior. Every student can be held accountable by every staff member in order to provide consistency through out the school environment. Consequences are clearly delineated and consistently enforced throughout the school (Brown, 1991).

The program has a series of "steps" they go through when they are being disruptive. They can choose to gain control or choose to keep disrupting and go from step one to step five. At this point they have to go to the office, to be picked up and to be taken home and then return the next day for a conference with teacher, parent and student. Throughout the school day, the student is cognizant of the fact that the consequences of their behavior, both positive and negative, are the results of their choices--not arbitrary decisions by the staff. These procedures are implemented without blaming,
moralizing, or showing anger, and the teacher speaks in a quiet, businesslike tone when addressing the student. A major goal of the program is helping the students develop decision making skills. The program builds a system of consequences to focus on the reality of poor choices. When a student is put on steps, it is supposed to help him or her focus on the behavior. The student is supposed to reflect on what caused him or her to get in this position and reexamine and reformulate his or her actions. A system of rewards is also utilized for reinforcement of correct decision making. The whole basis of the steps is for the student to have the free-will and choice to decide his or her own outcome.
CHAPTER III

METHODOLOGY

Purpose of the Study

The purpose of the study is to determine whether the goals of the newly instituted behavioral management program are being achieved at the Junior High School in its first year of implementation and to assess the perceptions of students and teachers of the "Make Your Day" program. The program goals, as identified in Chapter 1, are as follows:

1. To give students a sense of achievement by providing an internal locus of control philosophy for each student in the program. 2. To correct student misbehavior, by emphasizing positive behavior. 3. To exert an informative style of intervention verses a dictatorial style when setting limitations, promoting free will and choice. 4. To allow students to learn without being disrupted by others. 5. To offer an effective program for the success of all students.

Research Methodology

The methodology used for this study was evaluative descriptive research. This method was chosen in order to evaluate the program goals and objectives and determine whether the desired effects were being accomplished. In
descriptive research the purpose is to describe systematically the facts and characteristics of a given population or area of interest (Merriam & Simpson, 1989).

**Description of the methodology**

Questionnaires were be used to gather data regarding the perceptions of the population of interest involved in the program. Questionnaires were given to both the teaching staff and the students to determine if there is a difference in perceptions in those two groups. Males and females were differentiated as well as grade level to see if there is any difference in those variables.

**Population**

The researcher, working in an internship position at the Junior High and working closely with the MYD program, decided to evaluate the program using the Junior High students as the respondents to the survey. The population consisted of all seventh and eighth grade students and all seventh and eighth grade homeroom teachers. Music, Physical Education and art teachers were not used for this study, due to the fact that only homeroom teachers kept statistical data on the program point system. The census was limited due to the school size. All students were to be included in the study, however due to the unavailability of some students the total sample size ended up at 131 student participants. All homeroom teachers
were included for a total of 6 teachers.

**Instrumentation**

Two separate questionnaires, one for teachers and one for students were used. Both of these questionnaires were developed by a Northern Arizona doctoral student working on his dissertation (Burns 1990). They were distributed as anonymous except for identification of gender and grade level. The student form had twenty-one questions. The teacher's questionnaire had twenty-two. The questionnaires are referenced in Appendices D and E.

**Data Collection**

A pilot test was conducted to assess whether the tool was understandable and clear to the respondent. Both student and teacher questionnaires were tested. The pilot test consisted of data collected from one teacher and one student. The findings showed that neither the student or the teacher had any problems understanding the language of the survey, however the length of the survey was a concern. Because the survey tool had already been assessed for validity by a university panel and used in the field, it was decided to keep the tool as originally designed by Burns (1990).

Discipline referral information was to be accumulated from both school years (92/93 and 93/94) from the school administration tracking data; however, after making requests
for that information, it was determined that the material was not available. It was additionally determined that the data would not be comparable because the definitions of detentions, suspensions and expulsions from the previous year were completely different than the current MYD system being implemented this year (1993/94).

The data compiled from sections I & II of the questionnaire, were totaled and analyzed to determine the perceptions of the respondents about the program. The data from the MYD step process, obtained from section III of the questionnaire were totaled, compared and analyzed to determine how the students responded to the step program.
CHAPTER 4

ANALYSIS OF DATA

The purpose of the study was to ascertain whether the goals of the newly instituted Make Your Day program were being achieved by the students in the Junior High School in the first year of implementation. There were five questions that were generated for the purpose of this study.

1. Do the students feel a sense of achievement within the program that supports the conceptual internal locus of control philosophy regarding their behavioral actions?

2. Are the corrections of the student's behavior emphasizing the desired positive behavior?

3. Is the process successful at displaying an informative style rather than a dictatorial style when setting limitations, promoting free-will and choice?

4. Do the students feel like they are achieving the desired effect of learning without being disrupted by others?
5. Does the actual practice patterns of the students in the program demonstrate effectiveness of MYD program goals?

This chapter will report the statistical analysis of the collected data that was generated by the survey and will be broken down into the following sections: demographics; survey data analysis; findings by question; and the summary.

**Demographic Data**

The study population consisted of seventh and eighth grade students and teachers of the Junior High School. Due to the fact that only home room teachers kept data on the MYD step process for students, they were the only teachers surveyed. The entire population of students at the Junior High were asked to complete the surveys, due to the small census of the school. There are 154 students in the school, 73 seventh grade students and 81 eight grade students. Seven (6%) of the students were absent the day of the survey, twelve (7%) of the students were in resource or other classes and were unavailable for the survey. Four (3%) of the student surveys had to be discarded due to the following reasons: 1. lack of responses on the survey form, 2. duplicated answers, 3. nonsensical replies. The total number of completed survey forms was 131.
Teacher Demographics

Table 1 displays the demographics of the teachers that participated in the survey. There were 6 teachers, 3 in the 7th grade and 3 in the 8th grade. The longevity of the teachers was stable, with half of the respondents teaching for more than 15 years, one teacher at 10 to 14 years and one at 5 to 9. No teacher in the study had less than 5 years teaching. The academic preparation showed all teachers having a Bachelor degree with additional credit hours. None of the teachers had a masters degree or higher.

<table>
<thead>
<tr>
<th>SEX</th>
<th>GRADE TAUGHT</th>
<th>YEARS TEACHING</th>
<th>HIGHEST DEGREE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female 66.6% (4)</td>
<td>7th 50% (3)</td>
<td>0-4 0% (0)</td>
<td>B.A 16.6% (1)</td>
</tr>
<tr>
<td>Male 33.3% (2)</td>
<td>8th 50% (3)</td>
<td>5-9 16.6% (1)</td>
<td>B.A.+ 83.3% (5)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>10-14 33.3% (2)</td>
<td>M.A. 0% (0)</td>
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<td></td>
<td></td>
<td>15+ 50% (3)</td>
<td>M.A.+ 0% (0)</td>
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<td>Ph.D. 0% (0)</td>
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</tbody>
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( ) = Raw Number

All percentages reflect the percentages of total respondents that possess the stated characteristics.
Student Demographics

Table 2 displays the demographic information of the students that participated in the study. There was a total of 131 students. The race breakdown was predominantly hispanic with 116 students being in that category.

<table>
<thead>
<tr>
<th>SEX</th>
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<th>RACE</th>
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<tbody>
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<tr>
<td>(73)</td>
<td>(63)</td>
<td>(1)</td>
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<tr>
<td>Male</td>
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<tr>
<td>44.3%</td>
<td>51.9%</td>
<td>1.6%</td>
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<tr>
<td>(58)</td>
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( ) = Raw Number

All percentages reflect the percentages of total respondents that possess the stated characteristics.

Survey Data Analysis

The next section of the survey queried the students and teachers on their thoughts or perceptions about the MYD program. The survey used a yes/no format for statistical
quantitative analysis and then those questions were followed by open ended explanations to their answers. Requesting explanations to their yes or no answers was done to gain a more precise understanding of their perceptions. If they could not answer yes or no on any question they received a "no answer" for that particular question. Over 12% (8) of the students answered this response to 2 questions and 2 (33%) of the teachers answered this response to 1 question.

Research Question One

Survey questions 1, 2, & 3 addressed the research question #1 that states: Do the students feel a sense of achievement within the program that supports the conceptual internal locus of control philosophy regardedioral actions? One of the main emphases in the program is self-evaluation and the ability to review one's personal effort. Students can choose to gain control or choose to keep disrupting and go from step one to step five. In general the majority of students (69%) stated that they liked the MYD program process of earning points. The eighth grade students favored it more with a 81% approval rate. When asked (survey question #2) if having to call a parent when progressing to step 4, was a deterrent to reaching that step, the students were split in their response. The eighth grade students responded with 60.3% saying yes, however the 7th grade students responded with 55.4% saying no. The third survey question in this group asked students if they
learned anything from going to steps. Theoretically, according to the program goals, the students are supposed to learn to accept responsibility for their actions, reflect on their behavior, and hopefully choose not to repeat the disrupting behavior. The response was split by the students with the 7th grade stating no by 61.5%, and the 8th grade evenly split with 48.8% stating no and 48.8% stating yes. The following three pages give the breakdown of the survey results from question 1, 2 & 3, along with the qualitative responses from both the students and the teachers.
Question 1:

Do students like to "Make Their Day?"
Why or why not?

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<th>Teachers</th>
<th>Students</th>
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<tr>
<td>N=6</td>
<td>N=131</td>
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<tr>
<td>YES</td>
<td>YES</td>
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<td>NO</td>
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<tr>
<td>100%</td>
<td>68.7%</td>
<td>29%</td>
<td>2.3%</td>
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Teachers:
"They enjoy the atmosphere of the class." "They look forward to the aztec money, but more important, the self confidence it builds with them." "Yes yet they do feel it takes a lot of time for points." "The general feeling that they have done their best and are getting recognized for doing it."

Students: (Yes Answers)
"Yes, because students like to go on good field trips that are worth it." "Some students do because they enjoy the trips and some don’t because its just a waste of time." "Yes, because I think it is better than detentions and we can go places." "Yes, because they like to get Aztec money." "Yes I like it because there is not a lot of fights." "Yes because there aren’t any detentions and you are rewarded for your good behavior." "Kids like to make their day because it makes them feel good." "Yes, because it proves that we are responsible people." "Yes, because there are positive reinforcements for those who do." "Yes, because I make my day and I like going on fieldtrips like Flagstaff and Sedona." "Yes, because they feel proud after making their day."

Students: (No Answers)
"Most don’t care." "No, because its too much to handle and its to much trouble for the teachers to worry about." "I think it is a waste of time and money." "No, because it is too complicated." "No, because they really don't care, they would rather have detentions." "The students don’t care, they think its for little kids." "No, I think it is dumb, instead of treating us like adults, they are treating us like children." "It's boring." "People don't like it because it takes too long to do points." "No because it has consequences for kindergarten." "No, because teachers don’t even tell you why you are on steps."
Question 2:

Is having to call a parent something that would keep most students from going to or past Step 4? Why or why not?

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<td>100%</td>
<td>51.9%</td>
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Teachers:
"They do not like to call home." "The inconvenience to the parent of having to come to the school and face their son or daughter's disruptions." "Most students would rather not interfere with the parent's work time."

Students: (Yes Answers)
"Yes, because they are afraid of what trouble they might get into." "Yes, because some parents get upset and yell at their kids so why keep getting on steps." "Yes it's very embarrassing." "Yes because their parents will punish them." "Yes, because most parents have to work and can't get out of work unless it is an emergency." "Yes, because if my mother or father were called at work, I think they would be very upset." "Yes, your parents would be ashamed of you and be very mad at you." "Yes because parents make us feel as if we were a disappointment to them." "Yes, because parents can give students the worst punishment." "Yes, because I don't want to get in trouble and parents don't like coming all the way over here." "Yes, some kids don't want their parents coming to school, they embarrass them by yelling at them." "Yes, no one wants to get hit at home, or grounded." "Yes, because it hurts their feelings."

Students: (No Answers)
"No, they don't care." "No I don't think so, most parents say don't do it again--that's all they're saying, every time they come in." "No, because the parent would find out sooner or later." "No, it depends on what things they do to get to that step." "No, your just have to talk to your parents and then go back to your class." "No, because it don't do anything and it don't hurt us." "No, they think that its just a big joke." "No, they'll do it anyway." "No, because they are just going to get in trouble for a day." "No, because some parents don't care and they go to the conferences to keep their kids in school." "No, most of the parents don't care--neither do the students."
Question 3:

Do students learn anything from being on steps? If yes, What do they learn? If no, What should they learn?

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<td>N=6</td>
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<td>6</td>
<td>55</td>
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Teachers:
"How to take responsibility for their behavior." "That they need to modify their behavior and take learning more seriously." "To take responsibility for their behavior." "Some behaviors interfere with learning in the classroom."

Students: (Yes Answers)

If yes, what do they learn?

"Yes, to obey authorities." "Yes, they learn that if you misbehave you will not be a part of this class." "Yes, you should behave better." "They learn that they have to follow the rules." "They learn not to get on steps again." "They learn that its boring on steps." "They learn that what they did was wrong and to think before you do something." "Yes, not to do that wrong thing again." "They learn not to talk when the teacher tells them not to." "Yes, students are really learning that what they do can get them punished and they should take responsibilities for their actions." "Yes, you learn that it is not fun to be on steps." "Yes, they learn that they have to be quiet and respect others." "They learn that they should not interfere with peoples' safety or learning." "Yes, you learn that the teacher is not going to put up with you."

Students: (No Answers)

If no, what should they learn?

"I don't know what they should learn, the teachers just send you there to look at a wall." "They should learn that what they are doing is bad." "They should learn how to talk to the teachers without yelling at the teacher." "They should learn not to do it again." "While the rest of the class is learning, the steps system breaks the number one rule, because while on steps, you learn nothing." "They should learn to avoid trouble." "No, they should learn from their mistakes but instead all they do is look at the wall for a minute." "No, they should learn everything about school." "They should learn how to behave and do their work." "They should learn respect for their teacher." "They should learn to be kind." "That they should pay attention and do what is expected." "Learn to be quiet or not interfere in events." "They should learn what behavior got them there." "They should learn that its not the teachers fault that their there."
Research Question 2

Research question 2 stated: Are the corrections of the student’s behavior emphasizing the desired positive behavior? Survey questions 4, 5 and 6 addressed this issue. Survey question 4 asked, while on steps do students think about how they got on steps. In the MYD program, when a student disrupts the class, he or she is asked to take a seat away from the academic setting and sit facing the wall. The student is to spend an appropriate time period, approximately 2-5 minutes, quietly thinking about the problem he or she had. The students responded to the survey question with 72.5% stating no, they do not think about how they got on steps. The students stated they thought about a variety of things, but did not use the time to reflect on their behavior. Survey question 5 asked when students go to steps do they think that being on steps is a chance for them to decide to be better behaved? Again the students gave more negative responses with 51.1 % stating no and 45% stating yes. The last question in this section asked students if while on steps, do they think about how to improve their behavior. Again the majority (63.2%) stated no, while commenting that they think about such things as when the teacher is going to let them off steps. The following three pages outlines the total responses to survey questions 4, 5 and 6.
Question 4:

While on steps, do you think students think about how they got on steps?
If no, what do they think about while they are on steps?

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<th>Teachers</th>
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<td>N=6</td>
<td>N=131</td>
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<td>YES</td>
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<td>5</td>
<td>1</td>
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<tr>
<td>83.3%</td>
<td>16.6%</td>
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Teachers:
"Yes, a few but who knows what they are thinking." "Sometimes I think they do because they will adjust points at another time for the same behavior."

Students: (Yes Answers)
"Yes, they think how they got there and why." "Yes, because after a while the teacher comes and asks the student why they are on steps." "Yes because they don't want to go back on steps." "Yes, because that is the whole point of doing it."

Students: (No Answers)
If no, what do they think about while they are on steps?

"No, they think about other things or if they have problems they think about them." "No, they think about what ever they want." "No, they think about something they are going to do after school." "No, they think of how mad they are at the teacher." "They daydream." "No, they think about how long the teacher is going to leave them there." "No, they think about how they are going to get revenge." "No, I think they are actually thinking--why did I get put on steps, I didn't do anything." "No, they think about how dumb steps are." "No, they think about other stuff." "No, they think its funny and sometimes look around at the class to make them seem cool." "No, they think about how much they hate to do what they're supposed to." "No, other things that don't have to do with the subject." "No, that its very boring." "No, they think about what they are going to do after school." "No, other problems." "No, something else like their boyfriend or girlfriend." "No, they don't think about nothing because they just make the teacher think that they do." "No, they think about different stuff, like what they're going to eat for lunch." "No, they think about what they are going to do over the weekend." "No, they don't think about anything, people just sit there in a daze." "No, they talk or mess around." "No, they think about everything else."
Question 5:

When students go to steps do you think that being on steps is a chance for them to decide to be better behaved? If not, what do you think steps are for?

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<th>Students N=131</th>
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<tbody>
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<tr>
<td>4</td>
<td>2</td>
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<tr>
<td>66.6%</td>
<td>33.3%</td>
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Teachers:
"Only some." "To not interfere with the learning and safety of others."

Students: (Yes Answers)
"Yes, I only think that it will help kids who have never been in trouble before." "Yes, but instead of using that chance they mess around." "Yes, because the kids know if they don't learn from mistakes they will be back on steps." "Yes, because they have to do good or they will get in trouble by their parents." "Yes, if they try hard." "Yes, because they get bored being on steps." "Yes, I think they can think of better behavior." "Yes, not many, but some." "Yes, because if they go to steps a lot they don’t Make Your Day." "I choose yes because when you get off steps you kind of learn your lesson."

Students: (No Answers)
If no, what do you think steps are for?

"No, they’re to punish you for misbehaving." "No, for punishment shorter than detention." "No, steps are dumb, you can’t even prove your innocence if you didn’t do something." "No, to discipline you." "No, we think steps are for us to deduct points." "No, because its only sitting and looking at the wall for 3 minutes." "No, its to try and teach them a lesson." "No, its just to get them not to disturb the class anymore." "No, I just think the teachers send you there because either they’re in a bad mood or they just don’t like you." "No, I think they’re to get the bad kids out of the way of the good kids." "No, to teach people they can’t get away with everything." "No, they’re for being out of the teachers way while she is teaching."
Question 6:
While on steps do you think students think about how to improve their behavior?
If no, what do they think about?

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<th>Teachers N=6</th>
<th>Students N=131</th>
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<tbody>
<tr>
<td>YES NO NO ANS</td>
<td>YES NO NO ANS</td>
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<tr>
<td>2 1 3</td>
<td>47 82 2</td>
</tr>
<tr>
<td>33.3% 16.6% 50%</td>
<td>35.9% 62.6% 33.3%</td>
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</table>

Teachers:
"Most do." "Some do." "For some yes, until they get on steps several times."

Students: (Yes Answers)
"Yes, because if they don’t learn how to control their temper, they’ll get on step 4." "Yes, by not doing the same thing they did." "Yes, they try." "Yes, because they have time to cool down." "Yes, some do and some don’t." "Yes, because they know if they do it again they’ll keep getting steps and keep missing work time."

Students: (No Answers)
If no, what do they think about?
"No, the students think about what their going to do when they get home or can’t wait till the days over." "No, they don’t care they just sit there because they have to." "No, students just sort of day dream while on steps." "No, they think about when the teacher is going to ask them to go back to their seat." "No, other stuff." "No, because some students don’t do anything wrong and they don’t have to improve their behavior." "No, better things, like TV or the mall." "No, they are usually interested in people watching them and looking around." "No, when they go on steps they usually start acting worst and laugh about it." "No, I don’t think anyone does." "No, something else but not the behavior." "No, I don’t think kids behavior is going to change by looking at the wall." "No, they think about getting their neighbors in trouble." "No, it is a game."
Research Question 3

Research question 3 states: Is the process successful at displaying an informative style rather than a dictatorial style when setting limitations, promoting free-will and choice? Survey questions 7, 8 and 9 were drafted to look at this issue. Survey question 7 asked students if they thought earning points was a good way for them to learn to keep track of their own behavior. The 7th grade students were evenly divided (44.6% no, 43% yes) but the eighth grade responded with 66.2% stating yes. The second question to this series asked if the MYD program has helped students to better manage their own behavior at school. Again the responses were divided by grade with the seventh grade responding negatively with more no answers than yes (27.7% yes, 61.5% no) and the eighth grade students responding more positively with more yes answers (51.5% yes, 45.6% no). Survey question 9 asked students if the decision to work hard or not work hard, was the student's decision. The majority of students (63.7%) responded that it was the student's decision. The following three pages outlines the total responses to survey questions 7, 8 and 9.
Question 7:

In your opinion is learning points a good way for students to learn to keep track of their own behavior?

If yes, what makes it good? If no, what do you think might work better?

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<td>N=6</td>
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Teachers:
"They are aware of their behavior." "It helps them to set a goal for themselves." "Yes, it just takes so much time." "They have to think about what they've been doing."

Students: (Yes Answers)
If yes, what makes it good?

"Yes, by seeing what they were doing to see if they were on task, if they did the assignments." "Yes, you get good things in return." "Yes, its good to know, but its a waste of time discussing things that already happened." "Yes, because they know now not to do what gets them in trouble." "Yes because they know now what to do and what not to do." "Yes, if there were no steps." "Yes, they can see how many points they get and how good they were." "Yes, they know when its getting out of hand." "Yes, because of the money and you can get things at the Aztec store." "Yes, I can look at it and be proud." "Yes, they can see how may minutes they weren't behaving." "Yes, you know what your doing wrong and your parents too." "Yes, because students know that they have to be good be if they only have so many points to spare."

Students: (No answers)
If no, what do you think might work better?

"No, it would work better the way it was before make your day." "No, because its so dumb, the MYD program." "No, its a waste of time." "No, we could be good without the points, were not kids." "No, it would work better with detentions and suspensions." "No, I think because if somebody hits you hard, you tell a teacher. All they do is tell you to take care of it in points, who cares about points." "No, because people disagree on the points other persons get."
Question 8:

Has the MYD program helped students to better manage their own behavior at school?
If yes, what have students learned from the MYD program to help them better manage their own behavior?

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<th>Teachers N-6</th>
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<tr>
<td>YES</td>
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<tr>
<td>83.3%</td>
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Teachers:
"Most. "They are responsible for it." "To take responsibility for their actions." "That some behaviors do interfere, even though they may be trivial/minor."

Students: (Yes Answerers)

If yes, what have students learned from the MYD program to help them better manage their own behavior?

"I choose yes because it changed my behavior in school and I was a big trouble maker, but MYD really changed that." "Yes, they learn to keep from making that mistake again." "Yes, because they are scared of step four, so they behave well." "Yes, because they don't want to have points off." "Yes, they learn that you can't interfere with learning or safety of others." "Students have learned to be better behaved or they'll be punished." "Yes, because last year kids turned lights off, got in a lot of fights and this year they don't." "Yes, they learned that if they try they can succeed." "Yes they have learned to take more responsibility and to respect others around them." "Yes, they learn that if they make a mistake they give them time to think about it." "Yes, students learn that school means rewards."

Students: (No Answerers)

"No! Student behavior is the same." "No, because students just go back to steps." "No, because some people don't really care if they make their day or not." "No, I guess they haven't learned nothing because the kids still don't behave."
Question 9:

With the MYD program, has the decision to work hard or not work hard been the student's decision? If no, whose decision has it been?

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<td>YES</td>
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Teachers: No comments

Students:  (Yes Answers)
"Yes, I think its probably the students' decision." "Yes, because its their problem." "Yes, the decision is ours." "Yes, if the students want to work hard he/she will." "Yes, the students either try their best or don't try at all." "Yes, its the students." "Yes, because it you want to work hard you will."

Students:  (No Answers)
If no, who's decision has it been?
"No, its the schools decision, because they chose to do steps." "No, its the teachers, he's the one who puts us on steps." "No, the decision is the teachers--if they get us on steps it is better for them, they don't do anything." "No, its nobodies." "No, its my moms." "No, right now students have too much stress." "No, it has to be the principals and the boss of the principal." "I don't know whose decision it is." "No, sometimes it is the parents' decision." "No, its the teachers decision all the time." "No, its the schools."
Research Question 4

Research question 4 states: Do the students feel like they have a better understanding of respecting the rights of others to learn? Survey questions 10, 11 & 12 were drafted to answer this issue. These questions dealt with the social aspect of the program in dealing with students disturbing others. Survey question 10 asks students if doing points helps them in their class to better understand each other. This response was overwhelmingly negative with both 7th and 8th grade students stating no to this question. The counts were quite similar with the seventh grade students stating 76.9% no and the 8th grade students stating 70.6% no, for a combined total of 73.7% no answers, stating points do not help them to better understand each other. This question was the only question in the entire survey that there was a negative variation in teacher responses with 2 seventh grade teachers (66.6%) stating no to this question. Survey question 11 asked if doing points was a good way for students and teachers to discuss classroom behavior. The eighth grade students had a more favorable response with 64.7% stating yes, however the seventh grade students had a negative response with 47.7% stating no. Survey question 12 asked if doing points in their class was usually pretty fair. The majority of both seventh and eighth grade students (56.3%) responded positively with yes answers. Survey questions 9-12 had a large number of "no response" answers.
Question 10:

Does doing points help students in your class to better understand each other?
If yes what kind of things have students learned about each other?

<table>
<thead>
<tr>
<th>Teachers</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>N=6</td>
<td>N=131</td>
</tr>
<tr>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>50%</td>
<td>50%</td>
</tr>
</tbody>
</table>

Teachers:
"To be responsible for their behavior and be able to let someone know if they’re interfering with their learning/safety." "Sometimes (actually most of the time), they feel disagreements are snitching and won’t." "That no one is perfect—that some students really have to struggle to control some behaviors such as talking out."

Students: (Yes Answers)
If yes, what kind of things have students learned about each other?

"Yes, the kind of things they learn about each other is whether they take responsibility." "Yes, they learn what type of a person they are." "Yes, you learn that persons talk a lot and mess around to much." "You learn that everybody is different and everybody has different views." "Yes, because the other students can see if your honest or loyal." "Students have learned that if one person has done something wrong another will point it out during points." "I think students learn if their peers are honest and take points off when they should." "Yes, students have learned more about each others feelings and personality."

Students: (No Answers)

"No, I think they just don’t notice." "No, they only learn what the other person did wrong." "No, because it isn’t any of the other students business what the others have done."
Question 11:  
Is doing points a good way for students and teachers to discuss classroom behavior?  
If no, what might be a better way to handle classroom discussion?  

<table>
<thead>
<tr>
<th>Teachers</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>N=6</td>
<td>N=131</td>
</tr>
<tr>
<td>YES</td>
<td>YES</td>
</tr>
<tr>
<td>NO</td>
<td>NO</td>
</tr>
<tr>
<td>NO ANS</td>
<td>NO ANS</td>
</tr>
<tr>
<td>3</td>
<td>68</td>
</tr>
<tr>
<td>50%</td>
<td>52%</td>
</tr>
</tbody>
</table>

<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>NO</td>
<td>NO ANS</td>
<td>YES</td>
<td>NO</td>
<td>NO ANS</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
<td>3</td>
<td>68</td>
<td>52</td>
<td>11</td>
</tr>
<tr>
<td>50%</td>
<td>50%</td>
<td>50%</td>
<td>52%</td>
<td>39.7%</td>
<td>8.3%</td>
</tr>
</tbody>
</table>

Teachers:  
"Why MYD"?  Lets work toward everyone making their day a whole week being responsible.  "Train all teachers and have all classes doing Skills for Growing Adolescents, like the state mandates."  "In the beginning yes, later in the year, no."

Students:  (Yes Answers)  
If yes, what sort of things do students and teachers discuss?  
"I think we discuss how good we are or how bad we are."  "Yes, they discuss problems."  "Yes, students and teachers usually discuss what the student did wrong and how they can do better."  "Yes, they discuss their behavior."  "Yes, they discuss why you did this bad thing and if she agrees."  "Yes, they discuss how many points they should take off if they didn't do what's expected."  "Yes, they discuss how the classroom is behaving."  "Yes, they discuss who disagrees with someone else and they have to have a good reason or the disagreement is denied."  "Yes, we discuss if they don't earn all their points."  "Students and teachers discuss what and what not to do in a classroom."  "Yes, they discuss what went wrong."  "Yes, you discuss how the certain behavior started."  "Yes, they discuss the rules and behavior."  "Yes, they discuss fights."

Students:  (No Answers)  
If no, what might be a better way to handle classroom discussions?  
"No, I think it could be handled better privately, so you don't waste any of the other kids learning time on discussing someone's behavior."  "No, we never discuss it."  "No, a better way would be to tell them to come after school and talk about it."  "No, points take time out of our learning so classroom discussions should be handled when we are not learning."  "No, just talk about it, no points."  "No, if a student has a problem they should go to a counselor."  "No, because you don't tell the teacher your problem."  "No, a better way is to just keep it to yourself, teachers should mind their own business."  "No, when teachers discuss classroom behavior they usually start arguing with the students."  "No, by sending them to the office or sending a note home."  "No, because sometimes the teachers make a big thing over a stupid little thing."  "No, to discuss it with the person, one on one."  "No, there is no time."
Question 12:

When your class does points is it usually pretty fair? When and if someone was trying to be unfair with points, how would your class deal with it?

<table>
<thead>
<tr>
<th>Teachers N=6</th>
<th>Students N=131</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>83.3%</td>
<td>16.6%</td>
</tr>
</tbody>
</table>

Teachers:
"They don’t get to do their own points for 2 days." "Discuss it further in disagreements, which was hard for them at first."

Students: (Yes Answers)
When and if someone was trying to be unfair with points, how would your class deal with it?

Yes, it someone was trying to be unfair the class would disagree" "Yes, vote on it." "Yes, they wouldn’t try to be unfair." "Yes, by disagreeing on points." "By arguing the points." "Yes, the class tells them not to lie." "Yes, the class wouldn’t, the teacher would call it an inappropriate disagreement." "Yes, if someone is trying to be unfair the teacher usually averages the points or believes the person who sounds more believable." "Yes, when someone is trying to be unfair, we have a class discussion." "Yes, its fair because you get your chance." "Yes, our teacher talks it over for everyone to understand." "Yes, they disagree with their points and adjust the points." "Yes, we usually deal with majority rule, and others’ opinions."

Students: (No Answers)
"No, its not fair, some kids just disagree to be stupid." "No, because everybody lies." "No, its not fair because some kids don’t like each other." "No, I don’t care because we disagree with everyone." "No, because the teacher doesn’t know what goes on." "No, it is not fair because when you disagree, it doesn’t matter--the teacher decides what the points are, some students are favored." "No, they just start arguing." "No, they average out the points." "No, they just yell at each other." "No, because you can’t disagree with certain people and some disagreements are not relevant." "No, if the person in unfair the person will get a zero." "No, it’s not up to the class it’s up to the teacher and the teacher is sometimes unfair." "No, the class can’t, the teacher just says zero." "No, our teacher isn’t, she takes points off either way."
Research Question 5

The third part of the survey generated information to answer study question number 5. Does the actual practice patterns of the students in the program demonstrate effectiveness of MYD program goals? This section dealt with actual practices of the Make Your Day program. Qualitative and quantitative data was assembled to look at the actual amount of students who used the program with positive results and the number of students that were having problems to the extent of going to step 5 and having to be sent home. Table 4 summarizes the results of this section of the first 3 questions of the survey answers.

Table 15
Actual Practice Questions (1, 2 & 3)
Mean Responses

<table>
<thead>
<tr>
<th>Questions</th>
<th>7th Grade</th>
<th></th>
<th></th>
<th>8th Grade</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
<td>Male</td>
<td>Female</td>
<td></td>
</tr>
<tr>
<td>1. What is the largest number of days in a row that you have &quot;Made Your Day&quot;?</td>
<td>26</td>
<td>25</td>
<td>35</td>
<td>44</td>
<td></td>
</tr>
<tr>
<td>2. How many days has it been since you &quot;Made Your Day&quot;?</td>
<td>2.5</td>
<td>2.5</td>
<td>3.4</td>
<td>1.8</td>
<td></td>
</tr>
<tr>
<td>3. How many times in the last 5 school days have you been on steps&quot;?</td>
<td>3.7</td>
<td>2.6</td>
<td>3.6</td>
<td>2.6</td>
<td></td>
</tr>
</tbody>
</table>
Question number four asked what was the most frequent reason students went on steps. The responses were grouped according to 7th or 8th grade students. The largest area identified by the students was talking. The following table summarizes the responses to question 4.

<table>
<thead>
<tr>
<th>Reasons for going to steps</th>
<th>7th grade n=63</th>
<th>8th grade n=68</th>
<th>Total N=131</th>
</tr>
</thead>
<tbody>
<tr>
<td>Talking</td>
<td>27</td>
<td>28</td>
<td>62</td>
</tr>
<tr>
<td>Fooling/Playing around</td>
<td>4</td>
<td>9</td>
<td>13</td>
</tr>
<tr>
<td>Out Of Seat</td>
<td>7</td>
<td>5</td>
<td>12</td>
</tr>
<tr>
<td>Gum</td>
<td>2</td>
<td>5</td>
<td>7</td>
</tr>
<tr>
<td>Wanting To Get Out Of Doing Work</td>
<td>1</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Not Doing Work</td>
<td>2</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Arguing/Talking Back</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Not Following Instructions/Wasting Time</td>
<td>2</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Throwing Things</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Fighting</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>For attention</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>No Answer</td>
<td>7</td>
<td>6</td>
<td>13</td>
</tr>
</tbody>
</table>

The responses from the teachers were similar, with talking being the number 1 response. In addition, teachers listed the following as the most common reasons students go on...
steps: "Yelling or talking out, interrupting, talking without permission and interfering with other students learning or safety."

Question 5 asked students what the highest step was that they had ever been on. Step 4 was the most answered response for both seventh and eight graders. Only 4 students responded that they had never received steps. Nine students gave no response. The following table summarizes the total responses.

Table 17

The highest step students have received.

N=131

<table>
<thead>
<tr>
<th></th>
<th>0</th>
<th>S-1</th>
<th>S-2</th>
<th>S-3</th>
<th>S-4</th>
<th>S-5</th>
<th>No Ans</th>
<th>Total</th>
</tr>
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<tbody>
<tr>
<td>7th Grade</td>
<td>4</td>
<td>7</td>
<td>7</td>
<td>12</td>
<td>20</td>
<td>6</td>
<td>7</td>
<td>63</td>
</tr>
<tr>
<td>8th Grade</td>
<td>2</td>
<td>9</td>
<td>8</td>
<td>17</td>
<td>25</td>
<td>5</td>
<td>2</td>
<td>68</td>
</tr>
<tr>
<td>Total</td>
<td>6</td>
<td>16</td>
<td>15</td>
<td>29</td>
<td>45</td>
<td>11</td>
<td>9</td>
<td>131</td>
</tr>
</tbody>
</table>

S=Step

Question #5 additionally asked, for those students that received step 4, how many times they had reached this step. Possible answers were 1,2,3,4+. There were 53 students that stated they had reached step 4. The seventh grade students were fairly evenly divided in the amount of times they reached
this step. The eighth grade students showed that half of those students that reached step 4, did so only once. The following table summarized the responses to question #5.

Table 18

<table>
<thead>
<tr>
<th></th>
<th>1 Time</th>
<th>2 Times</th>
<th>3 Times</th>
<th>4+ Times</th>
</tr>
</thead>
<tbody>
<tr>
<td>7th Grade</td>
<td>9</td>
<td>7</td>
<td>2</td>
<td>9</td>
</tr>
<tr>
<td>8th Grade</td>
<td>13</td>
<td>5</td>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td>Total</td>
<td>22</td>
<td>12</td>
<td>5</td>
<td>14</td>
</tr>
</tbody>
</table>

Students that reached step #4 only once indicated they did so for the following reasons:


"Ditching", "Yelling in halls", "Laughing".

Students that reached step #5 and had to be sent home until their parents could come in for a conference, did so for the following reasons:

7th Grade:  "Rude", "Disrespect", "Fighting", "Stealing".
8th Grade:  "Instigating a fight", "Assault", "Ditching", "Yelling at the teacher", "Fighting".

Summary

This chapter presented the quantitative and qualitative data by narrative text and related tables. The survey questions were matched with the corresponding research question for evaluative interpretation. The first 12 research questions were structured to relate to the first 4 research study questions and the actual practice questions were structured to relate to the 5th and final research study question. The next chapter (Chapter 5) will summarize this data and offer conclusions and recommendations for the MYD program.
CHAPTER 5

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

The purpose of the study was to ascertain whether the goals of the newly instituted program are being achieved by the students in the Junior High School in this first year of implementation. The identified goals in the MYD program to be evaluated for the purpose of this study were as follows:

1. To give students a sense of achievement by providing an internal locus of control philosophy for each student in the program.
2. To correct student misbehavior, by emphasizing positive behavior.
3. To exert an informative style of intervention verses a dictatorial style when setting limitations, promoting free will and choice.
4. To allow students to learn without being disrupted by others.
5. To offer an effective program for the success of all students.

This study sought to assess the perceptions of the students and teachers as they related to the goals of the
program and in addition to determine whether the program structure was conducive to student achievement and success.

Chapter 2 was the literature review that set the foundation for theoretical background. Different approaches to behavioral management were studied and professional opinions on behavioral philosophy were presented.

Chapter 3 described the methodology used to evaluate the MYD program with explanations on purpose and methods discussed. The sample population was characterized along with the survey questionnaire that was used.

Chapter 4 presented the qualitative and quantitative data collected from the survey. Tables were used to present the data and narrative text was used to correlate the 5 research questions with the survey responses. Additional tables and data were compiled in the appendix section of this report.

This chapter will draw conclusions from the summarized data in chapter 4 and present recommendations for the Make Your Day behavioral management program for future program management. The remainder of this chapter will discuss the conclusions per research question and then present the recommendations.

**Conclusions**

**Research Question 1.** When analyzing the perception of internal locus of control, the students’ responses were not consistent. The majority of students stated that they liked
the point system to Make Their Day, but also stated that the consequences did not deter them from moving up steps. Most stated they liked to Make Their Day because of the field trips and Aztec money they received. In addition, the majority of students stated they did not learn anything from going on steps. This is not consistent with the program goals of self reflection and correction and also is not reflected in the actual practice data. The teachers' perceptions were exactly the opposite from the students which may indicate a misrepresentation by the students of their success in achieving mastery of the goals or a misrepresentation on the part of the teachers. The 8th grade students indicated a more positive reflection of the program goals than the 7th grade students, which indicated to the researcher that the 8th graders probably had a better understanding of the process.

Research Question 2. When analyzing the results of the program's corrections on the desired positive behavior of the students, the data demonstrated several things. First, the students do not use the step process to reflect on their individual disruptive behavior. In fact most state they just mess around and daydream while on steps. The technique of having students reflect on their disruptive behavior while on steps is only working for less than half of the students, the other half consider the steps punishment, which is not the intent of the program. Finally, the technique of having
students think about ways to correct their behavior while on steps is additionally not taking place. The foundation of the program is based on the concept that students will reflect and correct their behavior on their own, based on the goals of the step process. The students state this is not happening; however when you look at the actual practice questions, most students do not reach step 5 and stop the escalation sooner. Additionally, most students that escalated up to Step 4, did so only once. The teachers were also divided on this answer indicating that the process of reflecting and correcting might need to be reinforced.

Research Question 3. The concept question regarding the philosophy of informative style verses dictatorial style showed that the students responded positively to the process of keeping track of their own behavior, however they also asserted that the MYD program has not helped them better manage their behavior at school. Thus, the researcher concluded that they liked the process of getting points and rewards but the lessons learned are not distinct. The majority of students do have a sense of free-will and choice and do understand that they are the persons responsible for deciding to work hard or not work hard. The internal locus of control concept is evident in this response. This is a major goal of the program and emerges as a success in concept. In addition, the teachers’ perceptions were in line with the
students’ perceptions in this goal area.

Research Question 4. In the section on social interaction and development, most students felt that doing points did not help them understand each other. The teachers also were not convinced on this concept. The qualitative responses indicated that students could see when other students were not being honest, however achieving a better understanding of each other was not within their capacity. Most students do not like students and teachers discussing classroom behavior in front of everyone. Some students asserted that private discussions or one-on-one type confrontations would be preferable. Again teachers also were not convinced on this concept, leaving the researcher to believe that the students’ perceptions were founded. The one concept that was definitely appreciated by most students was that the point process was fair to all.

Research Question 5. The last research question was designed to assess the actual practice pattern of the students while participating in the program. The students generally used the program with success. The average number of days in a row that students Made Their Day was 26 days which shows a significant level of achievement. While most students indicated that they had received steps in the program, the majority had never reached step 5. The most commonly reported
reason for receiving steps was talking, which is a minor offense. Students receiving step 5 usually received that step not for escalating up the progression of steps, but for a major offence such as fighting or ditching. This indicates to the researcher that most students reflect and correct minor disruptive behavior before reaching step 5, which is one of the intended goals of the program. There was only a very small number of students that progressed up to step 5 and had to be sent home, indicating that for the majority of students, the program was utilized with successful achievement of goals.

Recommendations

1. Use this information as baseline data and repeat the study on an annual basis to assess increased or decreased success of the program.

2. Widen the scope of the study to include the parents of the students to obtain a broader perception of the program by all of those affected by the process.

3. Evaluate the grades and the absentee rates of the students to see if there is a relationship between program success and academic achievement.

4. Strengthen the program by encompassing student
focus groups to gain valuable insight from the student participants on further program development.

5. Strengthen the program techniques to add reinforcement on social interaction and adjustment. Peer leadership groups might give the students a greater sense of partnership in the program.

6. Add school social events to reinforce the positive rewards for individual success.

7. Promote the empowerment of each student to increase the decision making opportunities.

8. Increase staff development and promotion regarding the philosophy and rewards of the program in order to maintain an increased level of teacher receptiveness.

9. Continue reinforcement to students on the conceptual goals of the program, emphasizing the self reflection and correction techniques and dispelling the punishment perception of the students.
10. Conduct the study on the primary grades in the district to compare the differences in the younger students verses the older Junior High level participants.
REFERENCE LIST


Glasser, W. 1985. Discipline has never been the problem and isn't the problem now. Theory Into Practice. Vol 24, No 4, Autumn, p 241-46.


Webster's II New Riverside University Dictionary, 1988, Riverside Publishing Company, USA.

# Summary of Survey Results

<table>
<thead>
<tr>
<th>#</th>
<th>Students</th>
<th></th>
<th></th>
<th>Teachers</th>
<th></th>
<th></th>
</tr>
</thead>
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<tr>
<td></td>
<td></td>
<td>7th Grade</td>
<td>8th Grade</td>
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<tr>
<td></td>
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<td>1</td>
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APPENDIX B

"MAKE YOUR DAY"

PROGRAM DESCRIPTION
PROGRAM PURPOSE

Make Your Day centers on the principle: NO STUDENT HAS THE RIGHT TO INTERFERE WITH THE LEARNING AND/SAFETY OF OTHERS.

The Make Your Day Program provides a consistent total campus management system. It demonstrates that teachers hold high expectations for all students and is a cooperative management system, not merely a discipline plan. Children are held responsible for their own actions and for coming to school ready to learn. The foundation of Make Your Day is threefold:

1. All students are capable of success.

2. Parents must be directly involved in their student's academic progress.

3. Making appropriate choices at school, coupled with open communication between home and school, will generate student success.

EARNING POINTS

Students earn points when they are doing what they are supposed to do, the best way they know how. The following are behavioral expectations:

* Demonstrate positive behaviors at all times.

* Treat others with respect.

* Respect school property

* Respect others' property

* Choose positive alternatives to inappropriate behaviors (i.e., seek teacher assistance or avoid confrontations.)
* Be in class on time
* Be on task.
* Be prepared for class and successfully complete all assignments.

At the end of designated time periods, students are asked to review their performance by assigning themselves points. Each student has the opportunity to earn bonus points on a daily basis to help them make their day.

Once students have assigned their own points, fellow students and/or staff have an opportunity to give feedback to each other under teacher direction. Student disagreements will only include interfering with learning and/or safety. TEACHERS MAKE THE FINAL DECISION ABOUT THE DISAGREEMENTS.

Students are taken off disagreements when they use disagreements irresponsibly. For example: using disagreements as a threat or a "get-back", pettiness or continuously monitoring others' behavior. Disagreements are to be used to help others.

STEPS

Inappropriate behavior will be dealt with steps. The Make Your Day program emphasizes student decision making and responsibility. It is important for the student, parent and teacher to realize that progression through the steps is ENTIRELY THE STUDENT'S CHOICE. IT MUST BE NOTED THAT WHEN THE STUDENT IS ON STEPS, HE OR SHE IS NOT ALLOWED TO TALK, MOVE AROUND EXCESSIVELY, OR MAKE NOISES.

Step 1: When a problem occurs for a student in a class, the student will be asked to take a seat away from the academic setting and sit facing the wall. The student is to spend an appropriate time period, approximately 2-5 minutes, quietly thinking about the problem he/she had. The student then may choose to return to the class activity.

Step 2: If the student fails to sit appropriately on
Step 1, he/she forfeits his/her chair and stands facing the wall for an appropriate time period before returning to Step 1.

Step 3: If the student fails to stand appropriately on Step 2, a sign with the Make Your Day principle is placed in front of him/her. The purpose of this is to assist concentration of appropriate behaviors. After an appropriate time period the student will return to Step 2.

Step 4: Inappropriate behavior on Step 3 will lead to a Step 4 conference. The student will be sent to the office to phone a parent, with an adult present, to request a time to meet. This will need to be at a convenient time for the teacher and parents so as not to disturb teaching time in the classroom. The student will remain out of class held. This is to determine if the student is ready to return to class for the purpose of learning. The student then returns to Step 3.

Step 5: This step is used only when a child is out of control and not functioning appropriately in the school setting. At this point the principal or designee will appropriately in the school setting. At this point, the principal or designee will contact the parent and indicate that the child needs to be picked up at school immediately. If that is not possible, the principal or designee will transport the student to the parent at home or at work. In school suspension may be agreed upon by the principal/parent in place of transporting the child to work or home. The step 5 conference will be scheduled by the teacher/administrator. The student then returns to step 3.

Step 4/5 Conference

When the parent comes to school for a conference, the purpose is to help the student understand the behavior choices expected to occur at school. At Step 4 and Step 5, THE STUDENT WILL CONDUCT THE CONFERENCE. At this time the student will:

* State the problem.
* Express that it was his/her responsibility to manage his behavior.
* Offer alternative methods of managing his/her problem.
* Exhibit a willingness to accept responsibility.
* Express a desire to return to class.

Both parent and teacher must find the outcome of the conference acceptable and make the determination that the student is indeed ready to appropriately rejoin his/her class.

Steps may be adjusted for students who chronically misbehave.

**Behaviors Constituting Immediate Advancement to Step 4.**

1. Willful tampering with, abusing, or destroying of school or private property while at school. Students and parents will be held responsible for the replacement or repair of abused or destroyed property.

2. Fighting:
   * Premeditated (intended, thought-out, planned, or planning)
   * Non-premeditated (impulsive, unable to deal with anger, no forethought)

3. Stealing (subject to teacher/administrator interpretation)

4. Defiance or disrespect of valid authority or supervisors, teachers, or administrators

5. Leaving campus and/or classroom without permission (Subject to teacher/administrator interpretation)

**Behaviors Constituting Immediate Advancement to Step 5**

1. Possession and/or use of tobacco or matches or lighters.

2. Possession and/or use of alcohol.
3. Possession and/or use of illegal drugs or related paraphernalia.

4. Possession and/or use of illegal weapons, knives, chinese stars, firecrackers, or other objects of danger to others.

5. Theft or vandalism (the severity of the infraction is subject to administrative interpretation).

6. Leaving campus/classroom without permission. (Subject to teacher/administrator interpretation).

Shadowing: When another student responds or interacts in any manner to a student on steps, he/she has chosen to "shadow" or follow his/her fellow student through the steps. Choosing steps is only the business of the student making the choice. No other student should be allowed to become involved.

Requesting Occasionally a student, for any number of reasons, may Steps: choose to go to step so he/she may earn his/her points away from the learning environment. This student should be accommodated by the teacher and recognized for taking responsibility for behavioral management.

Steps 4 and 5 will result in zero points for that class period and the child will not make their day. At the intermediate level if the student earns zero points, they are choosing to be on Step 1 that class period the following day.

AWARDS AND REWARDS

Each student is an active participant in the learning process. Children are encouraged to accept responsibility for their learning and behavior. This school has established a reward system to develop self-confidence, high self-esteem and pride in one's accomplishments. There are several components to this program.
• Super Bucks - A daily reward for students who make their day. These may be exchanged for items or activities available at school.

• Bi-Weekly Reward - A school wide reward for all students who make their day each day within that time period.

• Special Events - A special event day may be planned to reward more long term goals.

• Class Meetings - Students will participate in class meetings which will provide an opportunity for them to communicate with others in a positive atmosphere.
APPENDIX C

SCHOOL DISTRICT MYD FORMS
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**TOTAL POINTS / TOTAL PUNTOS**

Made My Day / Hice Mi Dia: Yes/No Si/No

**PARENT SIGNS IF STUDENT DID NOT MAKE HIS/HER DAY / FIRMA DE PADRE SI NO HACE SU DIA**

**TOTAL WEEKLY POINTS / TOTAL PUNTOS DE LA SEMANA**

NOTES FROM TEACHER / NOAS DE LA MAESTRA
# WEEKLY PARENT/TEACHER LINKS CALENDAR
**CALENDARIO SEMANAL CONEXIÓN DE PADRE/MAESTRA**

The comments noted below pertain to your child's responsibilities and progress for this week. 
Los comentarios anotados debajo pertenecen a las responsabilidades y progreso de su hijo/a esta semana.

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<th>NAME/NOMBRE:</th>
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<th>THURSDAY/JUEV.</th>
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<td>☐ I &quot;made my day&quot; Yo hice mi día</td>
<td>☐ I &quot;made my day&quot; Yo hice mi día</td>
<td>☐ I &quot;made my day&quot; Yo hice mi día</td>
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<td>☐ I did not &quot;make my day&quot; because Yo no hice mi día porque</td>
<td>☐ I did not &quot;make my day&quot; because Yo no hice mi día porque</td>
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<td>☐ I did not &quot;make my day&quot; because Yo no hice mi día porque</td>
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**TEACHER COMMENTS/COMENTARIOS DE LA MAESTRA:**

**PARENT COMMENTS/COMENTARIOS DE PADRE:**

**PARENT SIGNATURE / FIRMA DE PADRE:** ____________________________
APPENDIX D

TEACHER SURVEY FORM
TEACHER SURVEY FORM

I. Demographics:

Teacher Name: ____________________________

Grade teaching: (circle) 7th 8th

Sex: (circle) Female Male

Highest Degree: (circle) B.A. B.A.+ M.A. M.A.+ Ed.D

II. Perception of Program:

1. Do students like to "Make Their Day"?  Yes  No

Why or why not? __________________________________________

2. Is having to call the student’s parent something that would keep most students from going to or past Step 4?  Yes  No

Why or why not? __________________________________________

3. Do students learn anything from being on steps?  Yes  No

If yes, What do they learn?

If no, What should they learn?
4. While on steps, do you think students think about how they got on steps? 

Yes  No

If not, what do you think they are thinking about while they are on steps?

5. When students go to steps do you think that being on steps is a chance for them to decide to be better behaved? 

Yes  No

If not, what do you think they think steps are for?

6. While on steps do you think students think about how to improve their behavior? 

Yes  No

If not, what do you think they think about?

7. In your opinion, is earning points a good way for students to learn to keep track of their own behavior? 

Yes  No

If yes, what makes it good? 

If not, what do you think might work better?

8. Has the MYD program helped students to better manage their own behavior at school? 

Yes  No

If yes, what have students learned from the MYD program to help them better manage their own behavior?
9. With the MYD program has the decision to work hard or not work hard been the student's decision? Yes No

If not, who's decision has it been? ____________________________

10. Does doing points help students in your class to better understand each other? Yes No

If yes, what kind of things have students learned about each other? ____________________________

11. Is doing points a good way for students and teachers to discuss classroom behavior? Yes No

If yes, what sort of things do students and teachers discuss?

__________________________________________

If no, what might be a better way to handle classroom discussions? ____________________________

12. When your class does points is it usually pretty fair? Yes No

When and if someone was trying to be unfair with points, how would your class deal with it? ____________________________
III. Actual Class Practice:

1. How many of your homeroom students have "Made Their Day" 3 days in a row?
   Number ____________________  Percent ______

2. How many of your homeroom students have "Made Their Day" 10 days in a row?
   Number ____________________  Percent ______

3. How many of your homeroom students have "Made Their Day"
   Number ____________________  Percent ______

4. What is the most frequent reason that students go to steps?
   __________________________________________________________
   __________________________________________________________

5. What is the largest number of students you have had on steps at one time?
   Number ____________________  Percent ______

6. What is the most frequent reason that step four conferences are held?
   __________________________________________________________

7. How many step four conferences have you had this year?
   If 2 or more,
   Have any of them been with the same student involved?
   Yes  No
   If yes,
   Was the repeated conference for the same reason?
   Yes  No
   If same,
   What was the reason? ______________________________________
APPENDIX E

STUDENT SURVEY FORM
Student Survey Form

I. Demographics:

Home room teacher: ____________________________

Race:  Black ____  Hispanic ____  Oriental ____
       White ____  Native American ____

Grade:  7th ____  8th ____

Sex:     Male____  Female ____

II. Student perceptions of program:

1. Do students like to "Make Their Day"?  Yes  No
   Why or why not? ________________________________

2. Is having to call a parent something that would keep most students from going to or past step 4?  Yes  No
   Why or why not? ________________________________

3. Do students learn anything from being on steps?  Yes  No
   If yes, what do they learn? _________________________
   If no, what should they learn? _____________________
4. While on steps, do you think students think about how they got on steps? Yes No
   If not, what do they think about while they are on steps?

5. When students go to steps do you think that being on steps is a chance for them to decide to be better behaved? Yes No
   If not, what do you think steps are for?

6. While on steps do you think students think about how to improve their behavior? Yes No
   If not, what do they think about?

7. In your opinion, is earning points a good way for students to learn to keep track of their own behavior? Yes No
   If yes, what makes it good?
   If no, what do you think might work better?

8. Has the MYD program helped students to better manage their own behavior at school? Yes No
   I yes, what have students learned from the MYD program to help them better manage their own behavior?
9. With the MYD program has the decision to work hard or not work hard been the student's decision?  Yes  No

If not, who's decision has it been?  ________________________________

10. Does doing points help students in your class to better understand each other?  Yes  No

If yes, what kind of things have students learned about each other?  ________________________________

11. Is doing points a good way for students and teachers to discuss classroom behavior?  Yes  No

If yes, what sort of things do students and teachers discuss?

If no, what might be a better way to handle classroom discussions?  ________________________________

12. When your class does points is it usually pretty fair?  Yes  No

When and if someone was trying to be unfair with points, how would your class deal with it?

______________________________
III. Actual Practice:

1. What is the largest number of days in a row that you have "Made Your Day"? __________

2. How many days has it been since you "Made Your Day"? __________

3. How many times in the last 5 school days have you been on steps? __________

4. What is the most frequent reason students go to steps? __________

5. What is the highest step you have ever been on?  
   
   0 1 2 3 4 5  

   If four, how many times have you been on four? __________

   If once, why were you there? __________

   If more than once, what is the most frequent reason that you have been on step four? __________

   If step five is reported, why were you on five? __________