

EXAMINING CORRELATIONS BETWEEN AREA
CRIME RATES, DAYCARE CENTER LICENSING
VIOLATIONS, CAREGIVER DISCIPLINE
TECHNIQUES, AND THE DEVIANT BEHAVIORS OF
PRESCHOOLERS

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Abstract: This research examines correlations between area crime rates, daycare center licensing violations, caregiver discipline techniques, and the deviant behaviors of preschoolers.

As gender roles in society continue to equate, it becomes increasingly necessary for children to attend daycare. Many of these children spend up to 30 hours a week in the daycare system, effectively making their daycare teachers co-parents. The disciplinary techniques of daycare employees, the crime rates in the area in which the facility is located, and the deviant behaviors of preschoolers are all factors which may affect psychosocial development in early childhood. It is important that we understand the effects that some of these daycare experiences can have on preschoolers during early childhood and beyond. Understanding these interactions on a deeper level may lend insight on how to avoid negative early childhood experiences that are shown to be statistically significant in contributing to deviant and delinquent behaviors.

To explore these interactions, this research examines the activities of 30 Tulsa, Oklahoma daycare centers located in three crime rate areas as defined by the Tulsa Police Department. The Oklahoma Department of Human Services licensed daycare centers were selected according to the disciplinary nature of published OKDHS non-compliances, and placed in each category according to the crime rates within a five mile radius of each facility.

The researcher visited each daycare center and observed the activities of the children and employees. Instances of deviant behaviors as well as good behaviors of preschoolers were recorded, as well as general notes about the interactions between the employees and the children, the state of the facility, and the apparent adherence or lack thereof to OKDHS rules and regulations. The data were analyzed and is presented in consideration of development of youth violence and school safety concerns. There was no statistically significant effect of area crime rates on daycare center licensing techniques, or the deviant behaviors of preschoolers. There were, however, qualitative findings that suggest that caregiver discipline techniques do vary across crime rate areas at DHS licensed daycare centers in Tulsa, OK. This finding indicates that there is an increased need for understanding the effects of discipline techniques on the psychosocial development of preschoolers within the daycare setting.

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CHAPTER I

INTRODUCTION

Child delinquents under the age of 13 account for 33 percent of all juvenile¹ arrests for arson, 40 percent of juvenile arrests for sex offenses and vandalism combined, and 25 percent of juvenile arrests for burglary and forcible rape combined (Loeber, Farrington, and Petechuk, 2003). Based on these statistics, juveniles under the age of 13 account for approximately 33.3 percent of juvenile arrests for violent crimes.²

Adolescent and adult offenders receive far more attention than child delinquents³, but the statistics heavily suggest that child delinquents contribute significantly to crime rates. Children who commit these violent offenses “are two to three times more likely to become serious, violent, and chronic offenders than adolescents whose delinquent behavior begins in their teens” (Loeber, Farrington, and Petechuk, 2003). These statistics depict a need for intervention and the prevention of violent offenses committed by children. Intervening in the early stages of psychosocial development could prevent these children from forming schemas that promote

¹ The FBI’s UCR program defines a “juvenile” as an individual under the age of 18 regardless of state definition (Federal Bureau of Investigation, n.d.).

² The FBI’S UCR program defines “violent crimes” as offenses of murder and non-negligent manslaughter, forcible rape, robbery, and aggravated assault (“FBI — Table 43,” n.d.).

³ For the purposes of this study, the term “child delinquents” will be defined as offenders under the age of 13.

criminality. This intervention and prevention could significantly lower arrest rates for child delinquents, and in turn, arrest rates for juveniles and adults, thus creating a safer and less violent environment for all members of society.

Children need adult advocates. Parents are responsible for ensuring that their children are safe and provided with the proper care, making the selection of a daycare center a very important decision. Furthermore, as gender roles in society change, more children attend daycare centers while both parents work. Understanding the various factors that influence the psychological development of preschool children may lead to knowledge of how to lower the number of violent criminal offenders in our society, while also providing parents with valuable information for selecting a daycare center.

The literature established that early childhood⁴ represents a crucial time for the development of psychosocial skills (Moffitt, 1993; Halgunseth, Perkins, Lippold, and Nix, 2013). Although aggression emerges as a perfectly natural response for children in some situations, there becomes a point at which aggression is no longer acceptable. Young children often bite, hit, and pinch as a result of having a toy stolen or not getting their turn on the tricycle. These behaviors are considered normal until they escalate and lead to more serious antisocial behaviors (Moffitt, 2001). Aggressive behaviors that are allowed to thrive become problematic during early childhood, throughout adolescence, and into adulthood, all the while increasing in severity and illegality.

⁴ For the purposes of this study, the term “early childhood” will refer to the age range of 0-5 years old.

Studies have established that children who are aggressive during early childhood and preadolescence⁵ have a higher tendency to become juvenile delinquents and often become criminal offenders as adults (Loeber, Farrington, and Petechuk, 2003). Studies also examined the discipline techniques of caregivers and deviant behaviors of preschool children (Laike, 1997; Wortis, Braine, Cutler, and Freedman, 1964; Rowbury, Baer and Baer, 1976). These studies show that inconsistent discipline in the daycare environment can have a lasting negative effect on preschool children.

Still other research addresses community violence as an influencing factor in the development of delinquent children (Lambert, Bradshaw, Cammack, and Ialongo, 2011), although most studies do not address crime rates in a specific area. Little to no research examines the relationships between daycare center licensing violations, caregiver discipline techniques, deviant behaviors of preschool children, and area crime rates.

This study addresses this deficiency and contributes to the existing literature by providing useful information to a society with a growing need for daycare centers and caregivers. While there are biological factors at play in the development of a child, psychological and sociological factors are factors which we can influence during early stages of development. This study provides information on how negative early childhood experiences may affect a child, and how parents can avoid subjecting their child to potentially damaging situations.

This study utilizes a mixed-methods research approach which integrates both qualitative and quantitative research and data (Creswell, 2014). The research problem for

⁵ For the purposes of this study, the term “preadolescence” will refer to ages 6-13.

the first phase of the study seeks to identify correlations between daycare center licensing violations and crime rates within a one mile radius of the area in which the daycare centers are located. I conducted a historical analysis of archival materials to examine these correlations. This represents the quantitative component of my mixed-methods research design.

For the second phase of my study, I used a grounded theory approach to identify correlations between daycare providers' discipline techniques and area crime rates. This approach allowed me to study the relationships between discipline techniques and area crime rates in order to develop a theory of this process, or interaction, grounded in the views of the daycare employees (Creswell, 2014). I specifically examine inconsistencies in the discipline typologies utilized by these employees through the lens of psychological and sociological theories. This grounded theory approach functions as one of the qualitative components of my research design.

The purpose of this study is to identify correlations between area crime rates, daycare center licensing violations, and daycare center employee perceptions of the deviant behaviors of preschoolers.

The most potentially beneficial result of this study may provide information on how to intervene at the earliest stages of psychological development and prevent youth violence and criminal offending. In particular, there is growing concern regarding school violence in light of recent school shootings such as those that occurred at Sandy Hook Elementary School and Columbine High School. Results of this study may provide

insight into the seeds of violent behavior, thus allowing earlier intervention and possible prevention of future school violence.

CHAPTER II

REVIEW OF THE LITERATURE

As gender roles continue to change in our society, an increasing number of children attend daycare centers while both parents work. Understanding the factors that influence the type of care provided in these daycare centers and how that type of care influences the children whom attend is important. This chapter reviews the literature addressing child development, child rearing, and child deviant behavior, as well as environmental, and psychological influences on social learning. This study examines whether there are relationships between DHS non-compliances, preschool deviant behavior, inconsistent discipline techniques, and area crime rates.

DHS Rules and Regulations

The U.S. Department of Human Services (DHS)⁶ enforces rules and minimum requirements for daycare centers in the United States. Daycare centers in the U.S. are required to follow the rules and minimum requirements set forth by the Department of Human Services (DHS). These regulations cover a variety of categories (see Appendix A

⁶ See Appendix B for a list of abbreviated terms and definitions.

for an abridged list of DHS disciplinary rules and regulations). This study focuses primarily on those regulations which pertain to disciplinary techniques used by daycare employees. These rules “were developed by individuals from various professions with expertise in child care, including private providers; the Child Care Advisory Committee; and from input solicited from other providers and the public” (“Licensing Requirements for Child Care Centers,” 2013). These rules serve as a system of checks and balances and ensure that the environment is safe, healthy, and nurturing for children.

DHS personnel routinely make unscheduled visits to all licensed daycare centers to observe their compliance with minimum requirements. In the event of non-compliance with any DHS rules, the center is “written up” and is required to comply with the rules within a given timeframe. Continued non-compliance results in the revocation of the daycare’s license. Additionally, non-compliance issues of any kind become public by posting on the DHS Web site that features every licensed daycare in every state.

In Oklahoma, a parent looking for a daycare center can go to the Oklahoma Department of Human Services (OKDHS) Web site and view all non-compliances listed for each licensed daycare center in the state of Oklahoma. The parent can view the exact nature of the non-compliance and the year in which it occurred as well as whether the issue was resolved within the required timeframe. The availability of this information allows parents to choose a daycare center that meets all of their personal and standard requirements.

The OKDHS maintains a program called “Reaching for the Stars” in which specific criteria must be met according to 4 levels of a rating system. (“Reaching for the Stars Service Information,” 2014). This program “has 4 levels of rating facilities in which specified criteria must be met” (“Reaching for the Stars Service Information,” 2014) (See Table 1). Licensed daycares are listed on the OKDHS Web site according to their “star level” to aid parents in narrowing down which facilities/programs to consider. The list of daycares can also be filtered by the following: facility name and/or location, ages accepted, facility type, availability of transportation services, acceptance of subsidy contracts, and the days and hours of program operation (“Oklahoma Child Care Locator,” n.d.).

Table 1

OKDHS “Reaching for the Stars” program

Star Level	Criteria
One Star	Meet minimum licensing requirements
One Star Plus	Meet additional quality criteria which includes: additional training, reading to children daily, parent involvement and program assessment
Two Stars	Meet additional quality criteria or are nationally accredited
Three Stars	Meet additional quality criteria and are nationally accredited

Note: Adapted from (“Reaching for the Stars Service Information”, 2014).

Unfortunately, despite the extensive list of rules and regulations, loopholes and cracks in the system allow for inefficiencies in daycares across the U.S. Due to the somewhat sporadic nature of DHS employee visits, daycares in noncompliance with the DHS rules may not be discovered for long periods of time. Furthermore, even those daycares with documented noncompliance issues may not be reevaluated for lengthy periods of time due to backlogs in the system. During these intervals, the quality of care which the children receive may be far less than satisfactory and could be causing irreparable damage to the child's positive progression of development.

Deviant Behavior Problems in Preschool Children

Deviant behavior is defined as “any behavior that is contrary to the dominant norms of society” (Crossman, n.d.). In preschool children this behavior can consist of poor appetite, frightening dreams, enuresis⁷, nail biting, or stealing money (Novick, Rosenfeld, Bloch, and Dawson, 1966). Children depicting deviant behavior can be aggressive, even when unprovoked. For example, a child's attack on another child with safety scissors would be considered deviant behavior, as this behavior is an atypical, extreme display of aggression. Additionally, a child's intentional urination in the middle

⁷ Enuresis is defined as the “lack of control of urination, especially during sleep; bed-wetting; urinary incontinence” (“Enuresis”, n.d.)

of the playground could also be considered deviant behavior, as children are typically aware that urinating anywhere other than in the restroom toilet is socially unacceptable.

Deviant behavior, in general, has been studied in a variety of contexts. The vast majority of the literature addresses deviant behavior in adolescence, while a much smaller portion addresses preadolescence. The overarching idea is that these periods of preadolescence and adolescence⁸ are very tumultuous and that children and teens are very malleable during these stages of life. Social influences, environmental factors, disciplinary techniques, cognitive development, and physiological development can all greatly affect an individual's life choices, especially during preadolescence and adolescence (Wortis, Braine, Cutler, and Freedman, 1964; Laike, 1997; Garner & Spears, 2000; Campbell, 1995).

Children between the ages of zero and five who attend daycares are particularly vulnerable to the influence of all these factors, as they must reconcile differences between parents' and daycare teachers' disciplinary techniques. Inevitable differences in the child-rearing styles of parents and daycare employees exist, proving the plausibility that these differences may be difficult for children to differentiate (Gryczkowski & Jordan, 2010).

For instance, daycare employees participate in all of the essential child rearing activities such as diaper changing, feeding, teaching, and disciplining. These teachers step into the role of the parent for the duration of the work day, until the children are

⁸ For the purposes of this study, the term "adolescence" refers to ages 14-19 years.

picked up by their caregivers. The children may be learning to behave in one manner while at daycare and an entirely different manner while at home due to the drastic difference in environment and the inconsistencies in the disciplinary techniques of their caregivers.

The daycare environment is different from that of the home, or even that of a school (Laike, 1997). Daycares and schools are regulated differently and provide different services, while the home environment is unique. Daycare and school employees, for instance, are required to follow guidelines for handling behavior problems in preschool children, whereas a parent has no predetermined guidelines to follow other than the law and the example they learned from their own parents. These inconsistencies likely lead to variations in parent and teacher interpretations of deviant behavior (Bank, Duncan, Patterson, and Reid, 1993).

Children can exhibit deviant behaviors for a number of reasons such as being born as premature infants, experiencing abuse and neglect, or because of brain injuries (Eldredge, 1984; Wortis et al., 1964). This study focuses on the variety of potential environmental causes of deviant behavior and on the effects of intervention and prevention of deviant behaviors during early childhood.

I begin with a discussion of inconsistent discipline followed by various theories explaining the relationships between psychological development and deviant behavior. I end with a short discussion of recent statistics for juvenile delinquency.

Inconsistent Discipline

In the event that a child is exhibiting deviant behavior such as excessive biting, hitting, or pinching, the daycare employee is responsible for disciplining the child. Discipline techniques vary widely among parents and teachers, and especially between home and daycare environments (Drugli & Undheim, 2012). Unlike parents and teachers daycare employees are mandated to discipline children according to DHS rules. The literature suggests that children who experience inconsistent discipline are more likely to engage in antisocial behaviors during their adolescence and adulthood (Halgunseth, Perkins, Lippold, and Nix, 2013).

Inconsistent discipline is the lack of consistency in maintaining and adhering to standards for the conduct of children's behavior (Halgunseth, et al., 2013). Although the DHS rules and regulations leave little room for interpretation, one daycare teacher may allow certain behaviors to take place, while another daycare teacher at the same facility does not. For the children in attendance, inconsistencies like these may be confusing (Rowbury, Baer, and Baer, 1976).

Through inconsistent discipline, these children learn to manipulate others, a behavior that persists throughout adolescence and into adulthood (Lambert, Ialongo, Boyd, and Cooley, 2005). "According to social learning theory, a major influence on adolescent behavior is parents' use of consistent or inconsistent discipline" (Halgunseth et al., 2013). "When discipline is not applied consistently...adolescents may view

external standards of conduct as ambiguous or inconsequential and, as a result, may develop more accepting attitudes toward a range of antisocial behaviors” (Halgunseth et al., 2013).

Moffitt’s Developmental Perspective on Crime and Delinquency

Moffitt’s developmental perspective on crime and delinquency posits that there are two major paths of development which effect delinquency. The first path suggests that antisocial behaviors manifest first in early childhood and persist throughout an individual’s lifetime, continually evolving into more serious offenses. These antisocial behaviors may consist of hitting or biting during the preschool years, shoplifting and status offenses during the pre-teen years, selling drugs and stealing cars during adolescence, and eventually robbery and rape in adulthood⁹ (See Table 2). Moffitt calls these individuals “life-course persistent” (LCP) offenders because they tend to commit a variety of violent crimes across their lifetime, and are unlikely to change their behaviors despite the consequences. These offenders are in and out of jail for the majority of their adult lives for crimes which increase in violence and severity over time.

Moffitt’s second path describes individuals who develop antisocial behaviors and begin offending during adolescence but stop offending once they approach adulthood.

⁹ For the purposes of this study, the term “adulthood” will refer to ages 20+

Called “adolescent-limited” (AL) offenders, these individuals maintain peer relationships and experience environmental influences which contribute to the development of delinquency during adolescence, but their criminal behavior ceases and they eventually become relatively responsible adults (See Table 2).

This dual taxonomy suggests that antisocial behaviors, when present, “[show] impressive continuity over age...but [their] prevalence changes dramatically over age, increasing almost 10-fold temporarily during adolescence” (1993). Moffitt’s theory examines the various factors that influence the development and prevalence of antisocial behaviors in adolescence. Factors such as age, environment, reinforcement, mimicry, motivations, traits, and developmental processes are all taken into consideration (1993).

Table 2

Moffitt's model of the AL and LCP offenders

Ages and Stages of Development	LCP Offender	AL Offender
Preschool Ages (0-5)	Biting, hitting	Normal Behavior
Preadolescence (6-13)	Shoplifting, Truancy	Truancy, Status Offenses ¹⁰
Adolescence (14-19)	Selling drugs, Stealing cars	Vandalism, Shoplifting, Drug and Alcohol Use
Adulthood (20+)	Robbery and Rape	Normal Behavior

Note: Adapted from Bartol & Bartol, 2012

Moffitt's theory is vitally important to the prevention and intervention of the deviant behaviors of preschool children early in life. Moffitt's research strongly suggests that if there is no intervention during the preschool years, the child is likely to become delinquent at some point, even if they are AL offenders that will eventually desist from all antisocial behaviors.

¹⁰ The term "status offense" is defined as any activity that is deemed as an offense when committed by a juvenile, because of their age at the time of the offense. Status offenses can only be applied to individuals under the age of 18 (Status Offense Law & Legal Definition, n.d.).

According to Moffitt's theory, daycare center employees need to be aware of the environmental factors as well as the discipline techniques, particularly during the preschool ages (0-5), which, over time, influence violent criminal offending (i.e. LCP offenders).

Beccaria's Theory of Crime and Punishment

In 1764, Cesare Beccaria developed his theory of crime and punishment. During Beccaria's time, punishments for crime were severe—often more severe than the repercussions of the crime itself. In his essay *On Crimes and Punishments*, Beccaria focuses heavily on the concept of making the punishment 'fit' the crime (Hagan, 2011). Beccaria believed that in order for punishment to function as a deterrent to crime, it needed to be specific and consistent. Figure 1 contains a list of some of the major principles of Beccaria's theory, and Figure 2 depicts a conceptual model of Beccaria's theory.

Figure 1

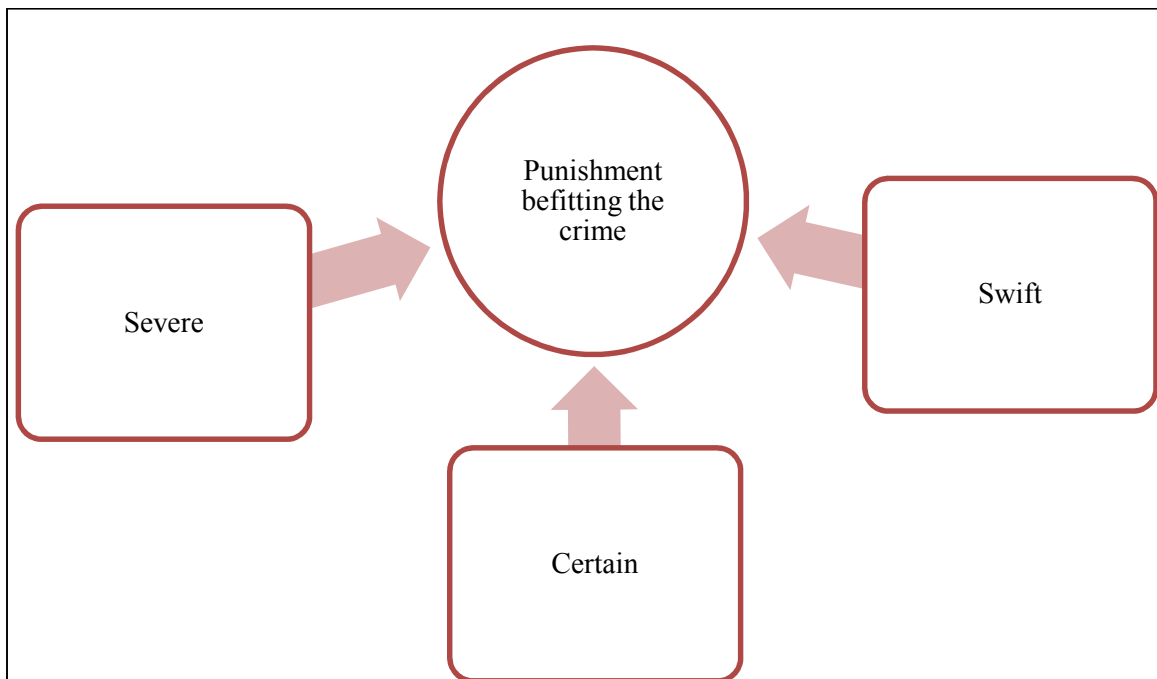
Major principles of Beccaria's theory of crime and punishment:

- The seriousness of crime should be determined by the harm it inflicts on society
- Punishment should be based on the seriousness of the crime and its ability to deter
- Punishment should not be greater than what is necessary for deterrence
- Punishment should be severe, swift, and certain
- Laws should be structured so as to prevent crime in the first place. It is better to prevent crimes than to punish them
- The law should treat all people equally

Note: Adapted from Hagan, 2011

Figure 2

Model of Beccaria's theory of crime and punishment:



Note: Adapted from Hagan, 2011

Although Beccaria's theory was originally developed for its application to the law, the primary concepts which underlie his theory can also be applied to discipline in the daycare setting. If daycare employees are not exacting severe, swift, and especially certain punishment on the children who misbehave, the discipline loses its deterrent effect. For example, if one employee allows a particular child to run indoors one week but will not allow the same child to run indoors the next week, the discipline is inconsistent. This child will be unsure of whether or not running indoors is allowed, and

they are not certain of what the punishment will be if they do. Gerald Patterson provides additional theoretical insight into inconsistent discipline.

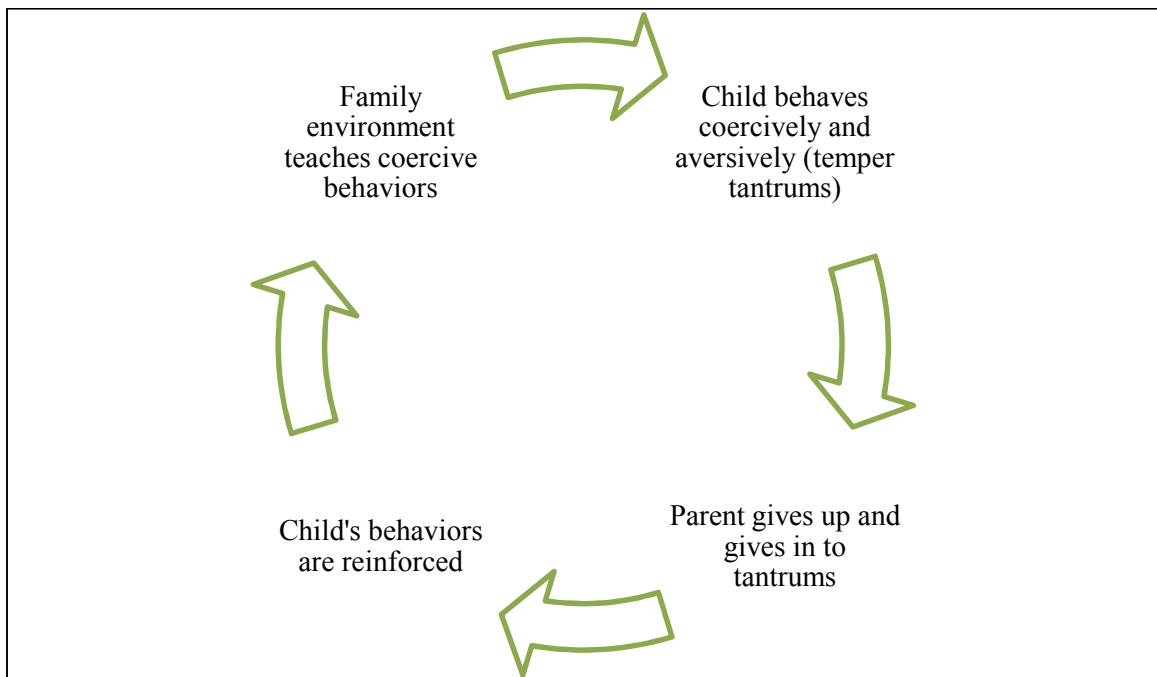
Patterson's Coercion Developmental Model

Gerald Patterson's model relies on the contribution of parenting techniques to the development of delinquency in early childhood. Patterson's coercion developmental model is cyclic in nature and essentially posits that the parent perpetuates the child's antisocial behavior. The model indicates that "the key predictor of early-onset offending is the family environment in which the child learns to utilize coercive behaviors (e.g. temper tantrums, whining) to escape aversive parental discipline and authority" (Bartol & Bartol, 2012) (See Figure 3).

In Patterson's model, the parent and child are mutually teaching one another to behave coercively. Each time the child exhibits antisocial behavior, the parent fails to reprimand the child properly, and the child's behavior is positively reinforced. This environment actually perpetuates the child's exhibition of deviant behaviors. Preschool children gauge their emotional responses to situations based on the reactions of the adults around them (Garner & Spears, 2000). As discipline becomes increasingly inconsistent, children will become increasingly aware of how to manipulate their surroundings in order to achieve whatever goal they have.

Figure 3

Patterson's coercion developmental model:



Note: Adapted from Bartol & Bartol, 2012

Patterson's model directly relates to Moffitt's hypothesis that inconsistent discipline has a negative effect on a child's psychological development, thus, this model could directly affect the daycare environment. Daycare employees are charged with the care of multiple children in a classroom and often multitask. Disciplining children is not an easy task when the ratio of employees to children is 1:12 ("Licensing Requirements for Child Care Centers", 2013). However, Moffitt, Beccaria, and Patterson's theories are

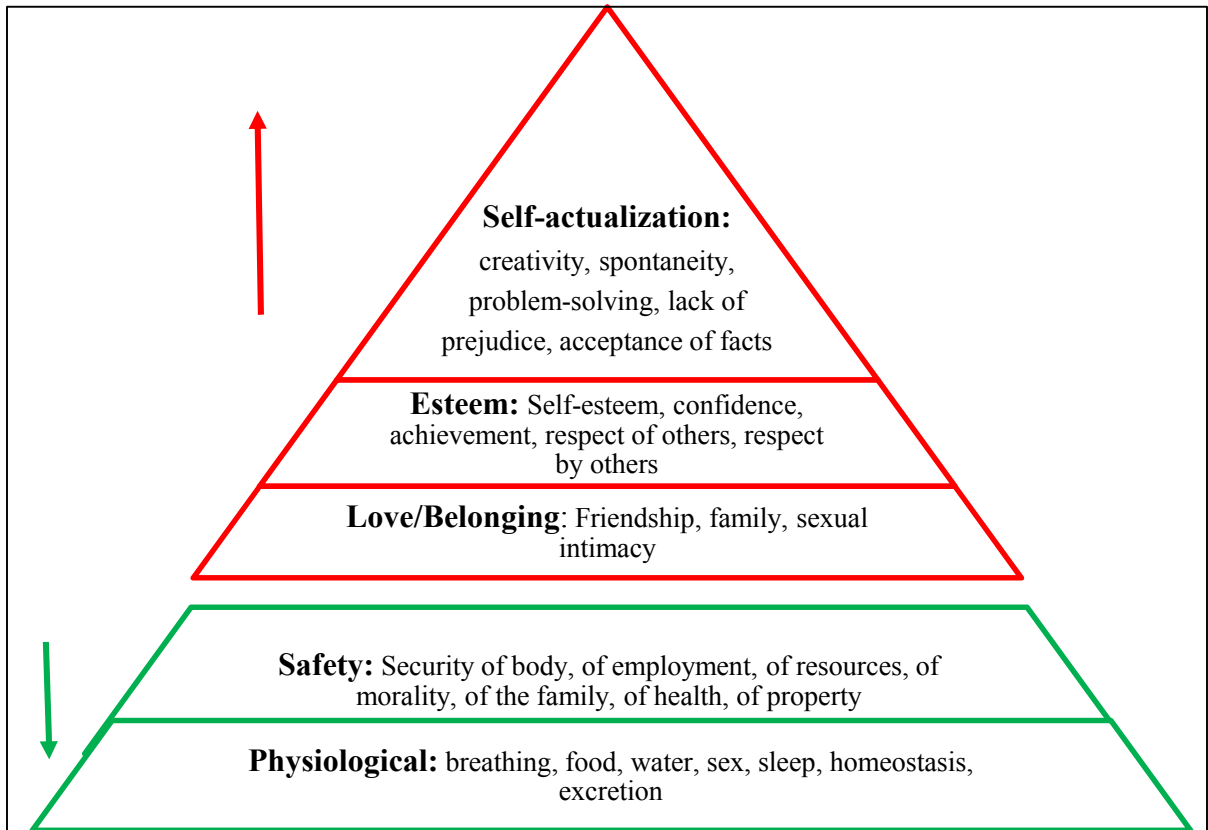
well established—suggesting that despite the difficulties, consistently disciplining each child is crucial to preventing the development of delinquent behaviors.

Maslow’s Hierarchy of Needs

Abraham Maslow theorized that there are five motivational needs which humans strive to meet: 1) physiological, 2) safety, 3) love/belonging, 4) esteem, and 5) self-actualization. Maslow suggests that these needs are hierarchical in nature, meaning that (low level) basic needs must be met before an individual can move on to achieving (high level) growth needs (See Figure 4). I define “lower level” needs as those that consist of the physiological, and safety needs for the purposes of this study. I define “higher level” needs as those that encompass love/belonging, esteem, and self-actualization for the purposes of this study.

Figure 4

Model of Maslow's hierarchy of needs:



The physiological need is the lowest of Maslow's hierarchy. Physiological needs encompass air, food, water, sex, sleep, homeostasis, and excretion. These are the most basic physical needs which an individual must meet to nourish the physical body.

In the daycare setting, employees are responsible for ensuring that the preschool children are meeting the physiological need of Maslow's hierarchy. Are employees most

concerned with ensuring that each child is fed and has a coat on their back, and less concerned with adhering to each and every DHS rule and regulation?

The second level of Maslow's hierarchy of needs is safety. Safety needs refer to security of body, employment, resources, morality, family, health, and property. Again, daycare employees must ensure that the preschoolers' safety needs are met. Are employees more concerned with ensuring that the children are safe and less concerned with whether or not it is considered deviant behavior for a child to bring a toy weapon or drug paraphernalia to school?

I hypothesized that daycare employees in high crime rate areas of Tulsa, OK are likely to simply confiscate a weapon or drug paraphernalia that a child brings to school. In low crime rate areas, I hypothesize that daycare employees would be far more concerned in the event that a child brings a weapon or drug paraphernalia to school and would not only confiscate the item(s), but call the parents and possibly retain a behavioral specialist for the child as well.

The third level of Maslow's hierarchy of needs is love/belonging. This level encompasses friendship, family, and sexual intimacy. For the purposes of this study, I proposed that this level marks the bifurcation between "low" and "high" level needs. Low level needs are those which seem to be most concerned with necessities of survival, while high level needs are more concerned with emotional and fulfillment needs. The third level is a high level need because it is emotional in nature rather than being a basic

necessity for survival. Although the idea of Maslow's hierarchy of needs is to explain motivation, there is a distinct difference between the lower two levels and the remaining three levels of his hierarchy.

The fourth level of Maslow's hierarchy of needs is esteem which refers to self-esteem, confidence, achievement, respect of others, and respect by others.

The fifth and highest level of Maslow's hierarchy of needs is self-actualization which encompasses an individual's morality, creativity, spontaneity, problem solving, lack of prejudice, and acceptance of facts. This is the top tier of Maslow's triangular model in which he describes his theory of the hierarchy of needs (See figure 4). Self-actualization is the point at which an individual feels most fulfilled. Basic survival needs are met, as well as emotional needs involving the self as well as others.

Maslow suggested that when an individual exhibits deviant behavior it is a direct result of their deficiency in meeting one of these five needs. Maslow proposes that deviant behavior is a misguided way of attempting to fulfill whatever need an individual is lacking.

Maslow's theory works well in conjunction with the theories of Moffitt, Beccaria, and Patterson in explaining the potential relationships between daycare center licensing violations, daycare providers' disciplinary techniques, and the deviant behaviors of preschool children.

Links between Maslow, Beccaria, Patterson, and Moffitt

For the purposes of this study, Maslow's theory serves as a link between the theories of Beccaria, Patterson, and Moffitt. I hypothesize that in some daycare settings, teachers may be more concerned with ensuring that the children are fed and clothed and less concerned about disciplinary techniques. I further hypothesize that these daycares may be located in high crime rate areas, and that they may have non-compliance issues of a disciplinary nature published with DHS. I also hypothesize that in some daycare settings, teachers may be more concerned with the emotional needs of the preschoolers and more concerned with disciplinary techniques. I further hypothesize that these daycare centers are located in low crime rate areas, and will have fewer non-compliances published with DHS.

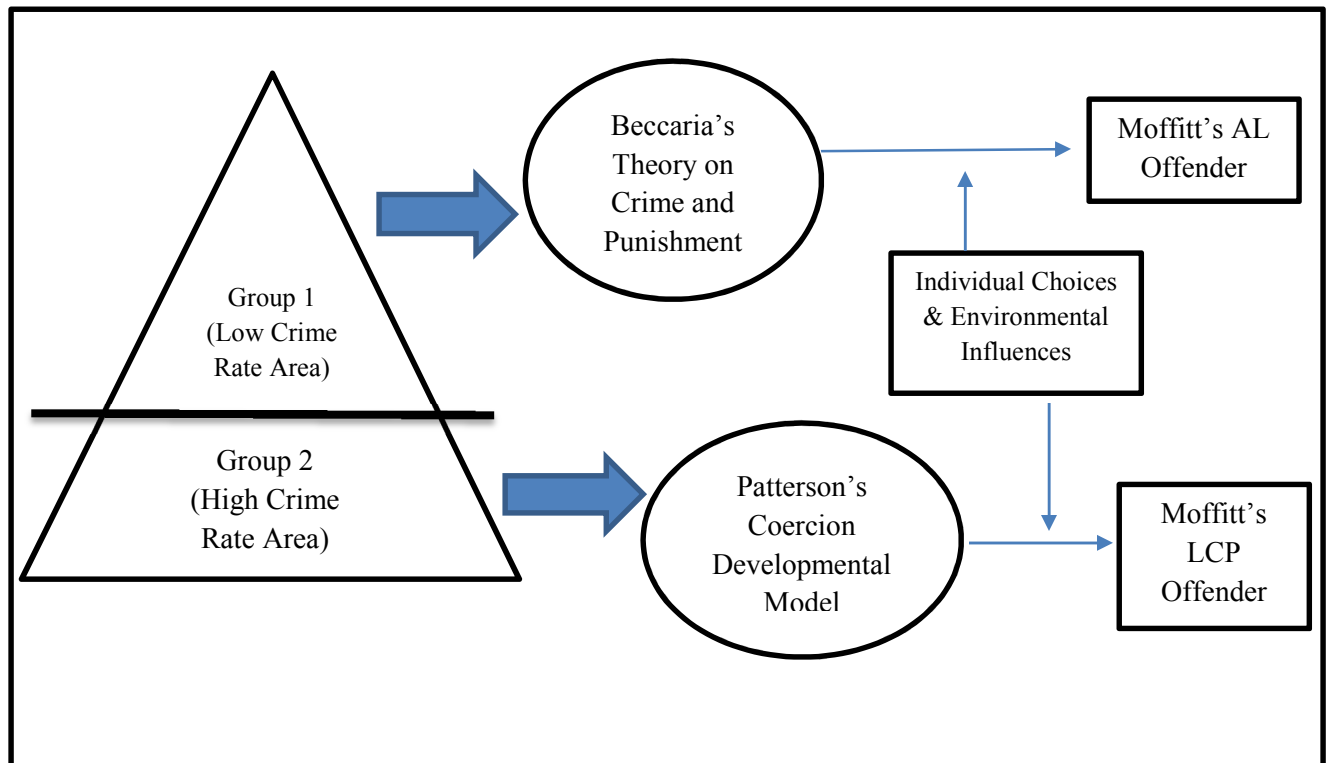
The needs which Maslow places at the top of his triangular model constitute what I will call "Group 1"¹¹. The needs in the bottom half of Maslow's triangle constitute what I will call "Group 2"¹². This bifurcation between the top and bottom half of Maslow's triangle can be tied to Beccaria and Patterson's models (respectively), which can then be linked to Moffitt's models of the AL and LCP offenders (respectively).

¹¹ "Group 1" consists of Love/belonging needs, esteem, and self-actualization.

¹² "Group 2" consists of physiological and safety needs.

Figure 5

Links between Maslow, Beccaria, Patterson, and Moffitt:



In summary, Moffitt's model suggests that there are two life course possibilities for delinquency in adolescence. Beccaria's theory on crime and punishment may aid in explaining how disciplinary choices made in daycares (located in low crime rate areas) may lead an adolescent to ultimately choose one of Moffitt's proposed paths.

Meanwhile, I propose that Patterson's coercion developmental model could aid in explaining how disciplinary choices made in daycares (located in high crime rate areas)

may lead an adolescent to ultimately choose one of Moffitt's proposed pathways. My research focused on how these theories interact and how they could be explained by data from children in the daycare center.

Community Violence

The crime rates in the area which a daycare serves may have an effect on the type/quality of care children receive, just as the type/quality of care that daycare children receive may impact the crime rate in the area. Research shows that understanding the risk process for youth's exposure to violence leads to preventative interventions for subsequent exposure to violence (Lambert, Bradshaw, Cammack, and Ialongo, 2011).

Daycare teachers in areas that have higher crime rates may not see some children's deviant behavior as concerning. Often times, the primary concern for these teachers is assuring that the child is properly fed and clothed, and DHS rules and regulations are not a top priority. In contrast, daycare teachers in areas with much lower crime rates may consider some deviant behaviors to be more concerning than perhaps they actually are. Teachers in these areas may be more concerned, believing that the basic safety and psychological needs of the child have been met.

Since “normal” and “abnormal” needs are defined in part by a child’s basic needs, I hypothesize that the crime rates in the area in which daycare centers are located will effect what the employees deem to be “normal” and “abnormal” behaviors.

This concept may apply to parental perception of deviant behaviors as well (Bank et al., 1993; Lambert, Bettencourt, Bradshaw, and Ialongo, 2013). By first understanding the environmental influences on preschool deviant behavior, we may be able to determine a way to prevent and deter these children from further delinquency in adolescence and adulthood.

Violent Offending

It has only been within the last few decades that school violence and youth-on-youth violence in general has received widespread attention. Recent incidents such as the Sandy Hook¹³ Elementary school shooting, the Columbine¹⁴ High School shooting, the

¹³ In 2012, Adam Lanza, a mentally disturbed 20-year old, fatally shot 6 staff members and 20 children at Sandy Hook elementary school in Newtown, Connecticut. Following the massacre, Adam Lanza committed suicide (Cowan, 2014).

¹⁴ In 1999, Eric Harris (age 18) and Dylan Klebold (age 17) utilized explosive devices, knives, and firearms to murder 12 students and one teacher at Columbine high school in Jefferson County, Colorado. 24 others were injured, and the perpetrators committed suicide following the shooting (Burgess, Regehr, & Roberts, 2013).

Virginia Tech¹⁵ massacre, the University of Texas shooting¹⁶, and the Westside Middle School¹⁷ shooting reinforce the importance of understanding this type of offender. In her work titled “The School Shooter: A threat Assessment Perspective”, Supervisory Special Agent Mary Ellen O’Toole of the FBI notes that:

“School shootings and other forms of school violence are not just a school's problem or a law enforcement problem. They involve schools, families, and the communities. An adolescent comes to school with a collective life experience, both positive and negative, shaped by the environments of family, school, peers, community, and culture. Out of that collective experience come values, prejudices, biases, emotions, and the student's responses to training, stress, and authority. His or her behavior at school is affected by the entire range of experiences and influences. No one factor is decisive. By the same token, however, no one factor is completely without effect, which means that when a student has shown signs of potential violent behavior, schools and other community institutions do have the capacity -- and the responsibility -- to keep that potential from turning real” (O’Toole, n.d.)

With offenders as young as 11 years old, it is vitally important that we study the roots of violent behavior in the earliest stages of life, in the hopes that future violent offences are prevented.

There have been many instances of youth-on-youth violence that do not involve school shootings as well. In 1968, an 11 year old girl by the name of Mary Bell strangled

¹⁵ In 2007, Seung-Hui Cho (age 23) fatally shot 32 people and wounded 17 others on the campus of the Virginia Polytechnic Institute and State University in Blacksburg, Virginia. Following the massacre, Seung-Hui Cho committed suicide (Hagan, 2011).

¹⁶ In 1966, Charles Whitman (age 25) murdered his wife and mother, then killed 14 people and wounded 32 more on the University of Texas campus (Blake, 2015).

¹⁷ In 1998, Mitchell Johnson (age 13) and Andrew Golden (age 11) fatally shot five people; four students and one teacher at Westside Middle School in Arkansas. Nine other students and one other teacher were injured in the massacre, and Johnson and Golden were arrested and incarcerated (Koon, n.d.).

two little boys (ages 4 and 3 years) to death, using scissors to carve an “M” into one boy’s stomach, and to mutilate his genitalia (Seamark & Sims, 2009). Similarly, 13 year-old Eric Smith was convicted in 1993 for the murder of a four-year-old boy, whom he strangled, then sodomized with a tree branch (Nordheimer, 1993). In yet another case in 1993, 10 year-olds Robert Thompson and Jon Venables abducted a two-year-old boy, tortured, and killed him. Thompson and Venables took calculated steps to conceal their crime, and laid the little boy’s body across a set of railroad tracks, in the hopes that his death would look like an accident (Austin, 2013).

The factors in influencing the development of these violent offenders are undoubtedly widely variable, but it can reasonably be assumed that both nature and nurture played a role. Although nature is a factor over which we have little control, nurture is a factor that can be far more malleable. These incredibly young offenders caused the deaths of countless innocents, and in some cases their offenses resulted in their own deaths as well. Those offenders that did not commit suicide, or were too young at the time of their offense to be sentenced to life imprisonment, often maintained a pattern of criminality throughout the rest of their lifetimes. The identification of any one factor that influences the development of violent behaviors could provide crucial information to caregivers regarding ways in which the development of delinquency can be prevented from one of the earliest stages of psychosocial development.

FBI Uniform Crime Report

The Federal Bureau of Investigation's (FBI) Uniform Crime Report (UCR) is an annual report containing information on crimes and arrests known to law enforcement agencies across the U.S. Table 3 is a depiction of violent crimes, property crimes, and other offenses committed by individuals under the age of eighteen. The table contains data adapted from the UCR of 2010 and is sorted by city and age.

Table 3 shows that juveniles constitute a large portion of criminal offenders in the U.S. In 2010, law enforcement officers made 70,448 arrests of juveniles under the age of fifteen for property crimes and 1,461 arrests of juveniles under the age of ten. There is a need for the intervention and prevention of juvenile crime. Identifying the factors that influence the development of these behaviors may help lower the arrests for violent and property crimes.

Table 3

U.S. UCR juvenile arrest data, 2010:

Offense Charged	Ages under 18	Ages under 15	Ages under 10
Murder and nonnegligent manslaughter	618	54	0
Forcible Rape	1,607	516	7
Robbery	18,669	3,537	32
Aggravated Assault	27,740	8,622	229
Burglary	40,607	11,373	335
Larceny-theft	193,120	55,345	946
Motor vehicle theft	9,715	1,953	12
Arson	2,942	1,777	168
Property crime	246,384	70,448	1,461
Vandalism	49,267	19,458	877
Weapons; carrying, possessing, etc.	20,007	6,379	274
Sex offenses (except for forcible rape and prostitution)	7,113	3,426	113
Drug abuse violations	106,801	18,868	111
Disorderly conduct	104,156	38,761	507

Note: Adapted from (“FBI — Table 46,” n.d.)

Summary of Literature Review

A wide range of factors may influence the existence and strength or weakness of correlations between DHS non-compliances, preschool deviant behavior, discipline techniques, and area crime rates. The theories of Beccaria, Moffitt, and Patterson strongly suggest that inconsistent discipline plays a key role in the development of delinquent behavior.

Maslow's theory emphasizes the variety of factors that influence motivation, and therefore plays a key role in discovering and understanding the relationships between daycare center licensing violations, daycare providers' disciplinary behaviors, and the behaviors of preschool children. My study examined the influences of environmental factors such as area crime rates on daycare center licensing violations, daycare providers' disciplinary techniques, and daycare employee perceptions of the deviant behaviors of preschool children.

Identifying these correlations may make it possible to reduce/minimize any factors that are negatively affecting the psychological development of children. With the continual shift in gender roles, these correlations will allow us to fully utilize the relationship between parents and teachers so that each child has the opportunity to grow in a positive environment.

CHAPTER III

METHODOLOGY

Research suggests that deviant behaviors of adolescents lead to delinquency (Loeber, Farrington, & Petechuk, 2003; Halgunseth, Lippold, & Nix, 2013; Lambert, Bradshaw, Cammack, & Ialongo, 2011; Lambert, Ialongo, Boyd, & Cooley, 2005). Far less research explores the interactions between area crime rates and the series of deviant behaviors of early childhood and the factors that influence those behaviors. This deficiency in research needs to be addressed through examination of deviant behaviors of children who are not yet adolescents.

The purpose of this study was to examine relationships between crime rates and the following variables: daycare center licensing violations, caregiver discipline techniques, and the deviant behaviors of preschoolers. A mixed-methods approach was used to examine these research questions.

This approach includes both quantitative and qualitative components, which allows for a fuller understanding of the research questions. The correlational design of this study functions as the quantitative component, while the grounded theory approach and the ethnographic description function as the qualitative components. Data were

collected through historical analysis of archival materials, and results obtained from observing the behaviors of preschoolers and daycare center employees.

This study has been submitted to and approved by the Oklahoma State University (OSU) Institutional Review Board (IRB) for conducting research on human subjects. All daycare centers are de-identified, and all employees' and children's names are kept confidential for their protection and privacy.

The director of each daycare signed a consent form prior to enrolling their daycare center in the study (See Appendix D). An additional copy of the consent form was left with each daycare center director, and I wore my student ID badge at every facility that I visited.

Appendix C contains the recruitment script used in gathering participants from DHS licensed daycare centers, in addition to an information flyer used in the event that a daycare center had parents that chose not to allow their child to participate in the study.

There is no expectation of potential physical or psychological trauma to the children or the employees at the daycare centers studied, and this study is non-funded.

Research Design

My research examined relationships between area crime rates and DHS non-compliance issues, as well as caregiver discipline techniques, and the deviant behaviors of preschool children in the Tulsa, Oklahoma area. All Tulsa area daycares with non-compliance issues published with DHS for the years 2013-2015 were identified through use of the Oklahoma DHS Web site. Of the 147 licensed daycares in Tulsa, a list of 30 centers was selected according to the disciplinary nature⁹ of their non-compliance issues with DHS.

Anything that is in direct violation of the DHS rules and regulations is considered a non-compliance issue and must be recorded. These non-compliances include only those issues that are observed by the OKDHS employee routinely visiting the daycare center.

For the purposes of this study, a distinction was made between what would be considered a pertinent non-compliance¹⁸ issue and what would not (See Table 4). Any non-compliance issues that placed the children in danger or otherwise could harmfully affect their development were recorded. Additionally, any behavior or practice that appeared to threaten the safety of an employee or child was immediately reported to the day care center management. Non-compliance issues that involved improper sanitary practices of the daycare centers, unless extreme, were not included in the data.

¹⁸ For the purposes of this study, a pertinent non-compliance issue refers to any issue that is in direct violation of the DHS rules and regulations involving disciplinary action.

For example, qualifying types of non-compliances were issues involving inappropriate discipline, employees’ background checks or licensure, and the lack of child supervision (See Table 4). Non-compliance issues that were considered irrelevant to the study involved improper playground equipment maintenance and the storage and labeling of medications or of breast milk.

Table 4

Examples of disciplinary non-compliance issues:

Disciplinary Nature
1. Leaving a child unattended
2. Inappropriate discipline techniques used (e.g. placing a child on timeout in a dark room, striking a child)
3. Lack of proper employee training
4. Neglect
5. Failure to provide medical attention for injuries

Note: Adapted from “DHS Rules and Regulations”, 2013

After compiling a list of each of the 30 daycare centers with relevant non-compliance issues, I used the Tulsa Police Department’s (TPD’s) interactive crime map to identify crime rates in three broad areas of Tulsa. The crime rates in the areas within a

one mile radius of each of the previously identified 30 daycare centers were identified as either low¹⁹, moderate²⁰, or high²¹.

Additionally, only those crimes that occurred in 2013-2015 were included in my data. Although the TPD crime map does include data of crimes that occurred in earlier years, the DHS Web site only retains records of non-compliance issues for a period of time that is no longer than two years maximum²². Therefore, only data from these three years were considered.

Next, I chose ten daycare centers from each of the previously identified crime rate areas that I considered to be ideal types (low, moderate, and high). An ideal type methodology is a description of a social phenomenon that allows researchers to understand the subject matter in an abstract form (The SAGE Dictionary of Social Research Methods, 2006). Ideal daycare centers were chosen according to their location, hours of operation, license, and the age range of the children they service. These criteria

¹⁹ Low crime rate areas will be defined as areas in which there have been **less than 15** crimes committed and recorded on the crime map during the years 2013-2015.

²⁰ Moderate crime rate areas will be defined as areas in which there have been **15-25** crimes committed and recorded on the crime map during the years 2013-2015.

²¹ High crime rate areas will be defined as areas in which there have been **25+** crimes committed and recorded on the crime map during the years 2013-2015.

²² At the beginning of this research, I was able to access non-compliance data for DHS licensed daycare centers from the years 2013 and 2014. As data collection progressed, I was no longer able to access data from the DHS Web site from the year 2013; however, I did have access to non-compliance data from the years 2014 & 2015.

are the same as those used to filter the list of licensed daycare centers on the OKDHS Web site from 147 to 30.

I created a packet of information and distributed it to each daycare including an information sheet about my study, my contact information, and a very short consent form for each daycare center director. I recruited each daycare center by phone using the recruitment script in Appendix C. Once the director of each center agreed to participate in the study, I either hand-delivered or emailed this packet of information to each daycare center director.

I conducted case studies, non-participant observation, and recorded a thick, ethnographic description of the behaviors I observed at each of the thirty daycare centers. These individual daycare centers were chosen based on their previous disciplinary non-compliance issues published on the DHS Web site.

I utilized a list of ten representative deviant behaviors and ten representative positive behaviors of preschool children in order to record my observations at each daycare center (See Figure 6). I based this list on personal experience, as well as the existing literature (Moffitt, 1993), which addresses what is and is not considered deviant behavior specifically for children between the ages of 0 and 5. I then used this list of behaviors to code the data according to the typology of discipline used by the daycare employees (See Table 5). I chose a range of disciplinary actions which are commonly

used in the daycare setting and coded them according to the level of seriousness for each punishment.

Figure 6

Positive behaviors and deviant behaviors of preschoolers:

<ol style="list-style-type: none"> 1. Biting 2. Drugs/drug paraphernalia 3. Forgiving 4. Helping 5. Hitting 6. Honesty 7. Hugging 8. Independence 9. Kicking 10. Listening 	<ol style="list-style-type: none"> 11. Lying 12. Manners 13. Obedience 14. Patience 15. Pinching 16. Pushing/Shoving 17. Sharing 18. Stealing 19. Toy weapon 20. Verbal abuse
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Table 5

Code type of discipline:

Codes	Disciplinary Actions
Somewhat serious	Time out
Neutral	Denial of privileges
Very serious	Sent to the office
Not very serious	Counseling
Not serious at all	Reprimand

Hypothesis

After compiling lists²³ of daycare centers that met my research criteria, I began collecting data. The research hypothesizes that as crime rates in the area surrounding each daycare center increase, the number of instances in which I observe deviant behaviors of preschoolers will increase and the disciplinary techniques of the caregivers will decrease in level of severity. I hypothesized that the employees at daycare centers located in high crime rate areas will be less concerned with the deviant behaviors of preschool children than the employees at daycare centers in the low or moderate crime rate areas.

To give an example, if a child brings a toy gun to daycare in a low crime rate area, I hypothesized that the daycare employees would be very concerned by this antisocial behavior. A daycare employee in a high crime rate area may be less concerned with this behavior because of the normality of exposure to real firearms for a child in that area. In such case, bringing a toy gun to school may not seem out of the ordinary for either the child or the daycare center employees. Additionally, daycare providers in high crime rate areas may be occupied with meeting the child's safety and psychological needs without resources to deal with all but the most serious behavior.

²³ After calling each place on my first list of 30 daycare centers that met my research criteria, I compiled a second list to compensate for the places that did not give their consent to participate.

These relationships between preschoolers' deviant behaviors, discipline typologies, and the crime rates in the area in which a daycare center is located could be influencing the development and continuation of preschool children's deviant behaviors.

Grounded Theory Approach

For the qualitative facet of this study, the research problems were examined through use of a grounded theory approach. A grounded theory approach is a research design "in which the researcher derives a general, abstract theory of a process, action, or interaction grounded in the views of participants" (Creswell, 2014). This approach allowed me to explore the crucial influences on the behaviors of the preschool children and particularly those that involve disciplinary techniques of the employees.

Historical Analysis of Archival Materials

A historical analysis of archival materials is defined as "the examination of societies (or other social units) over time and in comparison with each one another" (Babbie, 2013, p. 349). I examined DHS licensing violations published on the OKDHS Web site from the years 2013-2015. I considered only those violations which were of a disciplinary nature, or otherwise compromised the safety and well-being of the children enrolled in the daycare. I also examined three broad crime rate areas (low, moderate, and

high), which I established through use of the information published on the TPD interactive crime map regarding crimes from the years 2013-2015.

Case Studies

A case study is defined as “the in-depth examination of a single instance of some social phenomenon, such as a village, a family, or a juvenile gang” (Babbie, 2013, p. 309). I examined the disciplinary techniques of the daycare employees through the lens of Beccaria’s theory of crime and punishment first. Since Beccaria’s theory relies heavily on the concept of swift, severe, and certain punishment, I paid particular attention to whether or not the employees’ disciplinary techniques are effective, appropriate, and consistent. I coded the data I obtained from this examination according to the frequency and severity of the punishment. I then present the data as correlational with the crime rates in the area.

I also examined the disciplinary techniques of the daycare employees through the lens of Patterson’s coercion developmental model. For this model, I paid particular attention to how the daycare employee’s disciplinary techniques perpetuate the preschool children’s deviant behaviors. The data are presented as daycare employees that fail to effectively discipline a child for deviant behaviors.

I used Moffitt and Maslow's models to explain and understand the deviant behaviors of preschool children as well as the disciplinary behaviors of the daycare employees.

The focus on the daycare environment reflects the idea that this environment is different from that of the home or school. I suggest that the daycare system is particularly unique because it functions as a placeholder for the home environment.

In many cases, children that attend daycare are there for approximately ten to eleven hours a day, five days a week, throughout the course of the first five years of their lives. This period of life between 0 and 5 is a rather large period of early childhood, and as previously stated, it is a particularly vital time for psychosocial development. It is crucially important that parents and daycare center employees are aware of the factors that influence the development of delinquency during early childhood. Through this awareness, intervention can take place well before a child reaches preadolescence and violent crimes can be prevented, thus lowering arrest rates for juveniles as well as adults, and improving the life of a child placed in the daycare system.

Ethnographic Description

An ethnography is defined as "a design of inquiry coming from anthropology and sociology in which the researcher studies the shared patterns of behaviors, language, and

actions of an intact cultural group in a natural setting over a prolonged period of time” (Creswell, 2014). The use of this methodology allowed me to contribute to the literature addressing what factors influence the development and continuation of preschool children’s deviant behavior. By accomplishing this, deficiencies in disciplinary techniques can be addressed.

Through use of ethnography, I have a rich, thick description of the subculture of the daycare system (Geertz, 1983). The focus on the daycare environment reflects the idea that this environment is different from that of the home or school. I suggest that the daycare system is particularly unique because it functions as a placeholder for the home environment.

Statistical Analyses

Statistical analyses were used to determine the existence of relationships between DHS licensing violations, differences in preschool children’s total deviant and good behaviors recorded, and area crime rates.

ANOVA (analysis of variance) “is a hypothesis test typically used with one or more nominal independent variables (with at least three groups overall) and a scale dependent variable” (Nolan & Heinzen, 2012). A one-way ANOVA was used to determine the difference between group means that were affected by one variable.

I examined differences between area crime rates, the mean total of non-compliance issues, the mean total of relevant non-compliance issues, and the mean adjusted total of good and deviant behaviors of preschoolers. I also used ANOVA to examine the difference between area crime rates, and the mean adjusted difference between good and deviant behaviors of preschoolers.

It is important to note that the number of good and deviant behaviors, as well as the total difference between behaviors are “adjusted” scores. The term “adjusted” refers to the behavior score, divided by the number of students and observation time at each facility. This resulted in a metric unit with the number of instances of behaviors per student, per minute. Statistical probability was set at $p < 0.05$, allowing for a 95% confidence level.

The other statistical test I utilized was the Pearson Correlation Coefficient. “The Pearson Correlation Coefficient is a statistic that quantifies a linear relation between two scale variables” (Nolan & Heinzen, 2012). A Pearson’s Correlation was used to determine the correlation between the student to teacher ratio at each facility, and the difference between the adjusted total good and deviant behaviors recorded at all 30 facilities.

Summary of Methodology

This research uses a mixed-methodology approach in order to examine the research question: Do caregiver attitudes toward preschool students vary with the crime rates of the areas they serve? A grounded theory approach and a historical analysis of the published data is used, as well as case studies, non-participant observation, a thick, ethnographic description of behaviors, and statistical analyses. In accordance with IRB standards for exempt human-subjects research, consent was obtained and the daycare centers, employees, and children are granted confidentiality in this study.

Daycare centers in the Tulsa, OK area were identified through the DHS Web site's records of disciplinary non-compliance issues from the years of 2013-2015, and 30 ideal centers were placed into three major categories corresponding to the crime rates in the area in which they are located: low, moderate, and high⁴. These three crime rate areas were identified by the information on the TPD's interactive crime map. I conducted case studies and non-participant observation at ten daycare centers from each of these three crime rate areas.

A list of deviant behaviors were formulated through personal experience²⁴ and analysis of the existing literature and used to code the data gleaned from my observations

²⁴ For the purposes of this study, personal experience will be defined through my own experiences as a daycare employee. It should be noted that my personal experience as a daycare employee could be a potential bias, while also providing potential insight into the correlations between daycare center licensing violations, caregiver discipline techniques, the deviant behaviors of preschoolers, and area crime rates.

of the deviant behaviors of preschoolers, as well as the disciplinary techniques of the daycare employees according to the seriousness, severity, and deterrent effect of punishment.

Statistical analyses were conducted using a Pearson's Correlation in order to determine if correlations exist between the student to teacher ratio and the adjusted total good and deviant behavior scores. A one-way ANOVA was conducted in order to determine if there was a relationship between area crime rates and the mean total relevant and non-relevant non-compliance issues, as well as the mean adjusted total good and deviant behavior scores, and the mean adjusted difference between those behavior scores.

CHAPTER IV

DATA

Tulsa Ethnographies

The following section includes ethnographical data obtained from non-participant observation at 30 OKDHS licensed Daycare Centers located in Tulsa, OK, within the three previously identified crime rate areas. All centers, employees, and children have been de-identified, and ethnographies are organized by crime rate area. Following every ten ethnographies is a summary regarding overall disciplinary techniques of caregivers in each crime rate area.

Low Crime Rate Area

Daycare Center 1:

On May 21, 2015 I arrived at Daycare Center 1 at 9am. The weather was unseasonably cool for May in Oklahoma, and it was overcast and windy outside. I entered the building and was immediately greeted by one of the employees. I introduced myself and explained my purpose in being there, and she directed me to the 3-year-old classroom. I opened the baby gate barring the entrance to the room and sat down in a child-sized chair in the corner to begin recording my observations. The room smelled like a mixture of Lysol and sugary snack foods.

After the initial curiosity about a foreign presence in their classroom had faded, the three year olds went about their normal activities and had “free play” time while their teacher prepared materials for their first craft of the day. I was left alone to observe the kids and the overall appearance of the classroom. I noticed that it was a bit cluttered in the room, but tidy nonetheless. There were bins and baskets on wooden shelves holding more toys than I could count, and everything appeared to have a place. There was a coat rack behind me with all of the children’s jackets and backpacks hanging in a semi-orderly fashion. There were a variety of already completed crafts pinned to the walls as well as colorful posters and a calendar depicting the month of May. There was also a bulletin board on one wall on which the teacher/student ratio for the room had been posted. There was one teacher and 11 students in the classroom.

The children were all dressed appropriately for the weather, and all of their clothing appeared to be well-kept. The teacher paid little attention to the kids as she was preparing for the start of the day, and looked at her phone for several minutes at a time. At one point during my observations, she actually left the room and left the gate barring the door wide open, allowing a few of the three-year-olds to escape the classroom.

Meanwhile, the children played at different stations in the room, and were mostly segregated into groups of girls and boys. There was a group of boys next to me playing with wooden blocks and sticks and a group of girls across the room playing with dolls and toy kitchen items. The boys were building toy machine guns out of their blocks and “firing” them at me. There was one child asleep on a bean-bag chair in the corner of the room, and overall there was little to no disciplinary action for any of the deviant behaviors I observed. After a period of 30 minutes, I left the three-year-old classroom and was directed to the four-year-old classroom.

The four-year-old classroom was also tidy although cluttered. When I arrived, I sat down in a chair at a table in the corner of the room and began my observations while the children were finishing up circle time. The four-year-olds were all dressed appropriately for the weather, although a few of them wore dirty clothing. There was a lot of focus on learning the alphabet, numbers, and days of the week. The disciplinary techniques of the teacher consisted of ignoring any issue that did not cause serious physical harm to a child.

Daycare Center 2:

On May 29th I arrived at Daycare Center 2 for observations at 9:30am. It was again unseasonably cool for the month of May, and it was raining steadily outside. I was immediately greeted and led to the 3 and 4 year old classroom. The director introduced

me to the teacher in the classroom as well as the children, then I took a seat at a table in the back of the room and began recording my observations.

For the first few minutes, the children were doing “circle time”, so I took the opportunity to observe the general state of the room. I noticed that the room smelled like sweaty children and the sticky sweet scent of syrup, with a hint of cigarette smoke. The room was a bit dirty, and many of the toys on the shelves were made from recycled materials. For instance, there were empty Pringle® cans and coffee cans in the same basket as the kitchen toys. There were colorful posters and artwork all over the walls, and each child had their own cubby with their name on it. Most of the kids were appropriately dressed for the weather, although a few of them were wearing clothes that seemed old and slightly dirty. There was one teacher in the room, and I counted 12 children whose ages ranged from 3-4 years old. There were two white female children, while the remaining ten children were African American. Nine of the children were girls, three were boys.

Once the children were finished with circle time, they were allowed to have “free play” time. I began recording my observations of their behavior, and noticed that they were very rowdy and disobedient. There were kids climbing on countertops, jumping off of tables, and running all around the classroom while the teacher sat on the floor reading books with some of the quieter children. The classroom was very chaotic, but when the teacher did look up and catch someone pushing/shoving, or hitting, she intervened immediately and effectively.

I had one particularly interesting interaction with a little girl in the classroom. She was an extremely small-framed child, and in fact could have easily passed for a two-year old if I did not already know that she had to be at least three or four in order to be present in the class. She refused to leave my side, despite my heavily suggesting that she go play with her friends, and furthermore, she had at least one hand on me at all times. She became utterly attached to me, a complete stranger in her classroom, in a matter of minutes.

She played with the buttons on my shirt sleeve, my ID and its lanyard, my hair, my arm, my kneecap; anything she could get her fingers on that belonged to me, she was touching. She repeatedly asked me, “Hey! What’s your name?” to which I would answer “It’s Kelsey”. Her response was “Kelsey? What are you doing here?” to which I would say “I am watching you and your friends play”. After reaching this point in the conversation, she would laugh, and a few moments later begin the whole conversation anew. She would instigate this conversation repeatedly, in exactly the same manner as the first time. She used the same words, the same inflection in her voice on each word, and laughed the same laugh at the end of the conversation each time. She never did go and play with the other children, and the only reprieve I had of her continuous, identical

questions was when the teacher gathered up all of the children for a bathroom break, at which point I took my leave.

Daycare Center 3:

I arrived at Daycare Center 3 at 8:30am on July 7th. I walked into the lobby of the facility and signed in on the visitor's sheet, but there was no one to greet me at the desk. The door to the classroom area was locked and could only be opened by pushing a button located behind the front desk, so I had to take a seat and wait for someone to let me in. The director acknowledged me but appeared to be too busy to deal with me right away, so I agreed to wait in the lobby until she was free.

I waited for about 15 minutes, and was able to observe the arrival and departure of several parents as they dropped their kids off for daycare. There was one mother who came in that was clearly preoccupied—she was on the phone, and I overheard her rather loud conversation that she was “too busy”. She rushed through the sign-in process, thrust her children into the classroom, and turned around and walked out. Shortly thereafter, it became apparent that her payment had not processed, or somehow she was otherwise not authorized to leave her children at daycare that day. The daycare director retrieved the woman's children from the classroom and marched them back outside before the mother drove away, and said they could not stay. The mother argued with the director for a few moments about having had a conversation with DHS about it, and that she was told they would be able to stay. Ultimately, the director won out, and the mother and her children drove away with squealing tires.

Another parent that stood out in particular was one that walked in the door, dragging her screaming child by the arm. It looked as though the child was having a regular temper tantrum, but the mother was not handling it well. In fact, I watched as she grabbed the child rather tightly around the wrist and told him to “shut up” while threatening to slap him across the face. She, too, left in a huff after dropping off her little boy in his respective classroom.

By this time, the director was ready to lead me to the classroom I would be observing and she wordlessly beckoned for me to follow her. I followed her through the locked door and through another classroom before arriving at the preschool class. I noticed was that there was a small door into the classroom that had a deadbolt lock on it which was well within reach of the children. I entered the classroom and was introduced to the teacher, then took a seat at the nearest available table and began recording my observations. The teacher was young, probably around 17 or 18 years old, and there were 12 kids in the classroom. She had very little control over the classroom. It soon became

apparent that the kids were only supposed to be playing in one area at that time, but they were disobeying her instructions and frolicking all about the room. Her commands were weak and apparently unheard by anyone but myself, as the children continued to do whatever they pleased. She finally seemed to give up on disciplining them, and sat down to play with two little girls that were playing with blocks.

Meanwhile, I was bombarded by a mass of children who all had questions for me about my presence in their classroom. I evaded the questions as best I could without being rude, and carried on with my observations. The room was dirty and smelled strongly of feces, as though there was a trashcan full of diapers that had yet to be taken out to the dumpster. There were multiple stains on the ceiling tiles, which I may not have even noticed if it had not been for the children themselves pointing them out to me. The children seemed to think that the stains were “spit”, although I believe they were telltale signs of a leaky ceiling that had not been looked after. There were cracks in some of the walls, and it felt very humid in the room, almost as if the air conditioning was working improperly.

One of the little boys that was crowded around the table next to me appeared to be much older than the rest of the children. He was far taller, and looked like he could be at least 5 years old rather than 3 or 4. He was very hyperactive, and I suspect he may have had some developmental delays of some sort. There was also one little girl in particular that was reluctant to leave my side. I had seen her first when she entered the building while I was waiting in the lobby. She was throwing a fit when she arrived at daycare because she had been made to leave her three pennies in her mother’s car, and apparently this was not satisfactory to her. As I was sitting at the table recording my observations, she made sure to have a hand on me at all times. She cupped my cheek with her hand if I turned away, and she attempted to crawl into my lap several times. She seemed a bit starved for attention, and despite my gentle recommendations that she go play elsewhere, she refused to leave my side for the duration of my time there.

It soon became apparent that the teacher that was currently in the classroom was merely a substitute, and the real teacher for the class would be arriving later. It was nearly 9:15am by this point, so I am not sure why she had not yet arrived to teach her class. The young substitute teacher was ineffectively trying to convince the children to leave me alone long enough for me to get my work done when the regular teacher finally did arrive around 9:30am. As the substitute was relieved of her duties, the lead teacher immediately noticed that one of the little girls in the class had soiled her pull-up diaper, and needed to be changed. I noted that the substitute teacher had become aware of the state of this child’s diaper half an hour prior to the arrival of the lead teacher, but neglected to do anything about it until her shift had conveniently ended. The end result was that the lead teacher entered the room and immediately had to take care of this little girl’s dirty diaper. The changing table happened to be located directly behind the chair I was sitting in, so I

scouted out of the way a bit and the teacher proceeded with the diaper change. Before she could begin however, she gasped and I turned around to see her squashing a massive spider with a paper towel. Apparently she had found it on the changing table, and by the looks of it, the spider could have been a wolf spider or possibly even a brown recluse.

After changing the little girl's diaper, the teacher began circle time. She made every child sit cross-legged on the floor before beginning the activity, which took several minutes. Some of the kids asked me if I wanted to join them on the floor, and after politely declining, the teacher began the activity. Now that they were all sitting in one place and were relatively still, I finally had a chance to observe the state of their clothing. They all seemed to be fairly well dressed. Their clothing was in good shape for the most part, although they all wore outfits that looked like they were gently used. The kids were all a bit grimy and dirty as well.

Once circle time was over, it was time for the kids to line up and go outside to the playground. Again, the teacher lined them up one by one, and would not leave the room until everyone was utterly quiet. She had each child clasp their hands behind their backs, and once they were all lined up, we departed to the playground. Outside, I sat down at a metal picnic table that was situated under an awning so that I could watch the kids from afar. There were four pieces of equipment on the playground; a slide, a tall basketball goal, a metal bouncy car, and a metal tunnel. Every piece of equipment was rusty and creaking with age and deterioration. There was trash on the playground, and I also noticed an exposed sewer drain near where I was sitting. There was a concrete ring around the equipment with the slide, and another concrete ring a few yards away that was either a place for a new piece of equipment, or a place where equipment used to be. The kids walked along the concrete stones and attempted to balance one foot in front of the other, and I watched as two children slipped and fell from the concrete, scraping knees, hands, and elbows as they went. The teacher was preoccupied on the playground, and did little to comfort these children that had fallen, if she noticed at all

There was not much for the children to do outside. Besides the rusty old equipment, there were absolutely no toys on the playground at all. There were no basketballs for the basketball court, and the goal was set so high that the preschoolers could not have played with it anyway. The teacher also did not bring any water outside for the children, and though it was a fairly cool morning, it was still humid and about 80 degrees.

I finished up my recordings and packed my things to leave. The children and the teacher said goodbye to me, and I went back inside to find the director to thank her for allowing me to do the project but she was nowhere to be seen. I signed out on the visitor's sheet at the front desk, and waited again in the lobby for a few minutes to see if

the director would return. When it became apparent that she was not returning, I wrote a thank you note and left it on the front desk, and exited the facility.

Daycare Center 4:

I arrived at Daycare Center 4 at 9:30 am on September 17th, 2015. As I parked outside the huge facility I noticed that there were several signs and banners with balloons hanging from the building that were advertising enrollment. I walked inside and immediately noticed that the entryway was painted with an aquatic theme. The walls were blue, and even the glass panels in the windows as well as in the skylight were tinted blue, giving the general atmosphere of being in the ocean.

I was immediately greeted at the front desk by the director whom I had spoken with on the phone to schedule my visit. She signed my paperwork and began leading me through the facility to the preschool classroom I would be observing in. She told me she was taking me the “long” way there so that I could see a little more of the facility. I was struck by how incredibly fancy it was. There was an indoor basketball court, indoor glow-in-the-dark bowling alley, a full-size kitchen for cooking class, a tennis court, two playgrounds, and a library. We arrived at the classroom I would be observing in, which was one of two preschool-aged classes. The students were on the playground, so she led me outside and introduced me to the preschool teachers for both preschool classes. After being introduced, the director left and I settled in to watch the kids as they played.

The playground was extremely nice, and it was clear to me that all of the equipment was brand new. As I chatted with one of the preschool teachers, she mentioned to me that the daycare had only been open since December. The floor of the playground was composed of soft turf, as well as rubber flooring that is soft and somewhat bouncy on impact. The equipment was a combination of plastic and metal, and there was a full size basketball court on one side of the playground. There were water fountains on one side of the building, and there were several nice benches for the teachers or the children to sit and rest on. Covering approximately 90% of the playground including the playground equipment were these large square pieces of canvas stretched between four tall metal poles. The only section of the playground that was not covered and shaded in this fashion was the basketball court.

There were two teachers outside, and 20 children. Both of the teachers were very kind and very chatty, and they both wore matching polo uniforms. One of them pointed out a particular child to my attention that was army-crawling across the floor of the basketball court. She informed me that he has to use a wheelchair because his legs are paralyzed, but he likes to get out of his chair from time to time and crawl around so that

he can still play with the other children. He was rolling around on the floor of the basketball court, lounging in the sunshine while the other children played around him. The teacher suggested I observe him in particular for my project, because she found his interactions with other children to be very interesting.

Shortly after the conclusion of this conversation, the teacher checked her watch, then yelled at the other teacher from across the playground “where are they?! It’s 9:50!” The other teacher responded “I have no idea, but this is ridiculous”. I was curious as to what they were talking about, but had to stop listening when I felt a child tugging on my shirt from below. I looked down and she told me that “she needed to go potty”. I looked up to find the teacher from before watching this interaction, so I told her that the child had said she needed to go to the bathroom. The teacher seemed agitated, and told the little girl that she would have to wait for a while. She then proceeded to tell me that two employees were supposed to show up for their shifts at 9:30am, but they had not yet arrived. There were too many children in each class for the teachers to be able to take one at a time inside to the bathroom, otherwise they would be out of ratio. She must have really been irritated, because she proceeded to tell me that they were constantly understaffed, that the two employees who were late were consistently late, and that the director did not know how to manage employees.

For the next few minutes while we were outside, several children came up to both teachers and requested to be taken to the bathroom. When the teachers denied them because they could not take children inside without being out of ratio, the children appealed to me instead. Finally, one of the teachers became fed up and said she was going to call the director and ask her what she planned to do. The director came to the playground, and she and the teachers were having what seemed to be a somewhat heated conversation. I could not understand what they were saying, but after the director left, the teacher I had spoken with before walked back to where I was standing and said “this makes for a really stressful work environment”. Clearly, this was not the first time something similar to this had happened, and both of the preschool teachers seemed very agitated about it. They had to split the children into two different classes when they normally would have both had one class together, in order to maintain the ratio. They called for the children to line up against the wall with the water fountains, and began to call role for each class. Once role had been called and each child was counted for, we walked inside to the preschool classroom.

The classes split in half once we were inside, so there was now only one teacher and ten kids in the classroom I was observing. I took a seat at one of the faux oak tables and examined the classroom. It was extremely clean and organized. I noticed that there was a full-size bathroom for the children, as well as an area with two large sinks and some counter/cabinet space. There was a camera in one corner of the room and the windows in the classroom were tinted. The kids were having free play time at different

center stations around the room. One of these centers was a computer center with 6 small computer monitors attached for the children to play with. Other examples of the centers included dress-up, art, and puzzles. I also noticed that the ratios and DHS licensing paperwork was posted on a bulletin board inside the classroom, and each child also had their own cubby with extra clothes inside and a place to put their crafts and drawings for the day. All of the children were very well-dressed in clothing that looked new and seemed to fit each of them well, and they were all very clean.

After about 20 minutes of free-play time, the teacher that I had spoken with a lot while we were out on the playground came into the classroom I was observing and retrieved her things from a file cabinet in the corner. The teachers conversed again about the other two employees who were late, and then the teacher that came to get her things left.

The kids continued to have free play time until it was time for cooking class. The teacher lined up all of the children at the door to the classroom and began to call roll. I noticed that the other children in the class were very mindful of the little boy in the wheelchair. They made room for him in line and they made sure to hold the door open for him too. I had even witnessed a child removing a chair from one of the tables as she helped the teacher lay out plates, cups, and plastic forks for lunch, so that the little boy in the wheelchair would have a place to sit.

After calling roll, we walked out of the classroom and down the hall to the other side of the building where the cooking classroom was. On the way there, I saw the “imagination room”, the library, the indoor basketball court, and the indoor glow-in-the-dark bowling alley. When we arrived at the cooking classroom, the children were all asked to immediately wash their hands. The boy in the wheelchair asked for assistance with this task, but the teacher essentially ignored him and claimed she could not help him right at that moment. He came up to me and requested my help, but I too had to refuse him and suggested that he ask his teacher again. He asked her a second time and she did not respond. He finally gave up on acquiring assistance, so he went to the bathroom to wash his hands himself, but he could not get the faucet turned on. He became very frustrated and began ramming his wheelchair into the bathroom sink, the door, and one of the islands in the kitchen area. His teacher reprimanded him for this, but still did not offer to help him wash his hands. She wheeled him into place next to his classmates, and he was forced to participate in the cooking activity with dirty hands.

The children were cooking “apple pie” for cooking class today, which just consisted of yogurt, cornflakes, apple slices, and caramel drizzle. I found it somewhat strange that they were doing this before eating lunch, but I imagine had something to do with the schedule of having to rotate each class in the facility through the cooking center.

At one point while the children were cooking, the director came into the classroom and removed two boys from the class in order to rearrange the ratio of another class. The cooking teacher was especially annoyed about this because the two boys who were taken from the class had not had a chance to participate in the cooking activity yet. In fact, there were two little boys that the director left in the class who got to do this very cooking activity yesterday, and were getting to do it today for a second time. When the cooking teacher pointed this out to the director, the director still refused to take the boys who had already done the activity once, and instead took the boys who had not. These two boys did not want to leave cooking class, and they kicked and screamed the whole way out the door. After the director left, the employees expressed their frustration to each other about how unfair it was and how their work environment is stressful due to being so understaffed.

It was clear to me in the two hours that I was there that there was some serious unrest among the employees about issues involving scheduling, fair treatment, and issues with being understaffed. Many of these issues were severe enough for some of the employees that they were more than willing to express their frustration in conversations with me, a total stranger, even without being prompted to do so. I thanked the teachers for allowing me to observe their class, and I stopped in the main office on my way out to thank the director as well. I had to wait for her to finish a conversation she was having with two women that appeared to be about issues with the employees being upset over unfair treatment as well as being overworked. She stepped away from the conversation long enough for me to thank her, and I made my way back to my vehicle.

Daycare Center 5:

I arrived at Daycare Center 5 at 9am on September 28th, 2015. It was sunny outside with the promise of a hot day, but still early enough in the morning that the breeze was cool. I walked up the steps to the front door and found it locked with a keypad. I saw no doorbell or buzzer, so I knocked and a woman came to the door. She opened it, and I introduced myself and explained why I was there. She introduced herself as the daycare director whom I had scheduled the visit with over the phone, and she welcomed me inside.

As she led me to the preschool classrooms, she explained that they had two classes with 3 & 4 year olds. She asked me which classroom I wanted to observe, and I asked if it would be alright for me to spend one hour in one classroom, and another hour in the other classroom. She agreed that that would be perfectly alright, and introduced me to the teachers in both classrooms. She allowed me to choose which class I would begin my observations with, so I chose the first class we walked through and took a seat at one

of the tables. After the director had gone back to her office, I realized that I still needed her to sign my consent form before I could begin recording my observations. I left my things at the table and took the form to her office. The director was there, but was busy speaking with a woman who seemed to be a parent of a child that attended the daycare. The office door was closed, but I could still glean that the general tone of the conversation was negative just by listening to their muffled voices and seeing their facial expressions. I stood politely outside the door and waited, when the assistant director came around the corner and asked if she could help me. I explained to her that I could not begin my observations until obtaining a signature, and she offered to sign the form in place of the director. She signed one form for me, and kept a copy for herself, which I had signed as well.

With my signed consent form in hand, I went back to the preschool classroom and sat down again at the table where I had left my materials and my handbag. In this room, there was one teacher and six children. The children were all well-dressed and seemed to be clean and fed. There was a camera in one corner of the room, and although it could have used a new coat of paint, the room itself was very clean and well organized.

It was circle time, and the teacher was reading a book to the children. She was very soft-spoken and patient with them. After she was done reading the book, they read the story of “Jack and Jill” in an interactive way where each child got to stand up and read a section of the story. They did the same thing with “Miss Muffat”, then the teacher went over the weather and the days of the week with the children. At first, I had noticed that the teacher was very soft spoken, but on second thought it was not just that she spoke quietly, she also lacked any enthusiasm. She was very monotone when speaking to the children, and just seemed utterly bored.

When circle time ended, the teacher passed out a coloring sheet to the children and provided them with crayons to color with. She sat down at the table next to me and colored her own coloring sheet as the children were working on theirs. I noticed that the little girl who sat down on my right-hand side had several warts on her fingers, and she got in trouble more than once for chewing on them.

As I was watching the class work on their coloring sheets, the other preschool class passed through our classroom on their way to the restrooms. The teacher had the children line up against the wall and take turns using the restroom. The bathroom break lasted almost 40 minutes, during which time the children were obviously getting very bored, fidgety, and irritable as they sat in a line against the wall. Finally, the teacher from this classroom lined the kids up again and took them back to their classroom.

I observed that the students in the classroom I was in first hardly seemed to notice me at all. At most other centers I have been to, the children will hardly leave me alone, but this class is totally uninterested in my presence. While I was sitting at the table, the

teacher asked me about what I was doing this project for, and I answered her but she cut me off before I could finish my response by saying “Oh that’s nice.” She then proceeded to ignore me the rest of the time I was in her classroom.

The children worked on their coloring sheets for almost 30 minutes. One little boy at the table I was sitting at was using his crayons as pretend knives and stabbing the empty crayon box with them. He even pretended to sharpen them before he would vigorously stab the empty crayon box, and he eventually shifted from pretending the crayons were knives to pretending they were machine guns. He would then pretend to shoot the empty crayon box with the “machine guns”. The teacher either did not notice this activity or did not find it concerning whatsoever. The little boy looked up and noticed that I was watching him play, then he threatened to “stab” and “shoot” me with his “knives” and “machine guns” (the crayons). Again, the teacher either did not overhear this conversation, or did not care to intervene.

At this point I had been in the first classroom for an hour, so it was time for me to spend the last half of my visit in the second preschool classroom. I gathered my things and walked out of the first classroom and into the second one.

This classroom was also very clean and well organized. There was one teacher and eleven children in this class, and I could tell she had her hands full but she was handling them very well. The kids appeared to be clean and well dressed, and I noticed that there were lunch menus and calendars posted on one wall of the classroom, but no ratios or licensing information. The children were working on a coloring sheet similar to the one that the kids in the first class had been working on when I left. However, this teacher allowed the children to be done with their coloring sheet whenever they wanted to be done. The previous teacher in the first class would not let the children play until they had adequately completed their coloring page, which is why the activity lasted 30 minutes.

As the children finished their coloring pages, they had free play time while the teacher cleaned up the art supplies and prepared to take the kids outside to the playground. During free play time, I noticed that one little girl had a large gash down the center of her nose that was scabbed over, and another little girl had gauze wrapped around her right knee. I was sitting at a small table in the corner of the room near the play kitchen area, and the children would hardly leave me alone. Unlike this kids from the first classroom, these children were very interested in my presence. They kept bringing me plastic food from the kitchen and asking me to eat it. I offered to share the plastic food with the children that were now surrounding my table, but one little girl in particular was not pleased at the idea of anyone “eating” the food but me. As soon as I would hand a plastic food item or plastic cutlery to another child to play with, this little girl would snatch it out of the child’s hands. She got into a bit of a tug-of-war battle with another

little girl over a plastic croissant, and the teacher decided it was time to tell the kids to clean up their toys.

As the children tidied up, the teacher waited by the back door and motioned for me to join her so we could all go outside together. She chatted with me a bit while we stood there, asking me about school and telling me that her husband was a student at OSU-Stillwater. She was much more enthusiastic than the teacher from the first class, both in her conversations with me, and in her interactions with the children. The children finished cleaning up all of their toys and lined up in front of their teacher. She called role, and once she was certain that each child was present, she opened the back door and we went outside.

The floor of the playground was composed of gravel, concrete, and grass, and it was surrounded by a chain-link fence. There were three large pieces of equipment and three small pieces, plus a myriad of toys for the kids to play with. I could see that the playground adjacent to the one we were on was built for the younger kids, and that every teacher outside including the preschool teacher had a walkie-talkie. The teacher was very interactive with the kids on the playground, and the kids seemed to be having fun. There were some plastic shovels, rakes, and spades for them to play with, but many of the children were using them as “swords”. The little girl who was so irritated at the idea of sharing the plastic food with the other children was particularly fond of using the plastic toys as weapons, and was told multiple times by the preschool teacher to stop but was never reprimanded any further than the use of that verbal command. I did see the preschool teacher put another little girl in time out for hitting someone after being told twice not to hit her friends. Even on the playground, the children were still very interested in interacting with me, and several of them brought me toys and flowers that they found outside. One little girl brought me a bucket full of gravel from the playground floor and told me that it was a cake she had baked for me, and she wanted me to pretend to eat it, so I did.

The time for me to leave was approaching, so I stood up and thanked the preschool teacher for letting me visit her classroom. I walked inside and stopped at the first classroom I had visited and thanked that teacher as well. I stopped at the director’s office on my way out so that I could thank her too, but I could not find her anywhere. I did notice a binder on a shelf near the main entrance that was labeled “Noncompliance Records”. After waiting for a few minutes to see if the director would come back, I decided to go ahead and leave since she was nowhere in sight.

Daycare Center 6:

On October 2nd, 2015, I arrived at Daycare Center 6 at 3pm. I immediately recognized that this facility was once a home, but has since been converted into a daycare. It was located within a residential neighborhood, and there were occupied residences on either side and across the street from the facility. There was no parking lot, so I parked my vehicle along the curb of the street and walked up to the building. There was a very small playground located in the front yard, surrounded by a chain-link fence. There was a gate in this fence with a horseshoe-shaped locking mechanism that I had to go through in order to reach the front door. I went through the gate and latched it behind me, then walked up a wooden ramp to the front door and rang the doorbell. After ringing the bell, a woman stuck her head out of a door around the side of the building and greeted me. I introduced myself and explained to her my purpose in being there, and she asked me to walk around the side of the building and enter through the side door.

Once inside, I observed that I was standing in the entryway to the infant's classroom. The woman who greeted me at the door was an infant's teacher, and she informed me that the director was not there. She and her coworkers were very confused about why I was there, and one of them decided to call the director to make sure it was okay for me to enter the preschool classroom to complete my observations. As I waited for the employee to finish talking to the director on the phone, I had a chance to glance around the infant's classroom. It was very disorganized, and there did not appear to be much space for the children to play in. There were two teachers in this room, and at least five infants. All of the babies were crying except for one.

The employee that had called the director concluded her conversation and gave me permission to enter the preschool classroom, stating that the director would be back from taking the children on a field trip shortly. I thanked her and walked to the other end of the infant's classroom where it adjoined with the preschool classroom. Instead of a baby gate separating the two rooms, there was what looked like a part of a pack 'n' play bed turned on its side functioning as a gate. I had to step over this item to enter the room, and realized soon after I did so that the children had no trouble simply lifting this object and roaming from room to room at will.

Once I was in the preschool classroom, the teacher pointed out a couple of children to me that were older than 4, and she notified me that the majority of her class was on the field trip with the director. I took a seat at a child-sized chair in the corner of the room, and waited for the director to arrive with the rest of the children. I could not observe the behaviors of the kids until obtaining consent from the director, but I was able to observe the general state of the facility while I waited.

As I mentioned earlier, it was apparent that the facility was once a home that had since been converted into a daycare. There were window unit air conditioners that I could see were set to 65 degrees, despite it being approximately 70 degrees outside. It was very cold inside, and I noticed that many of the children were dressed in winter clothing—sweaters, boots, hoodies, and leggings. The floor was composed entirely of tile, and there were no soft areas with carpeting or rugs for the children to sit on. There were two restrooms in the facility that were shared by the children and employees. The paint was chipping off of the walls and baseboards, and I observed what looked like mold around the window A/C unit. I also observed several fuzzy caterpillars inching along the window and the wall, and presumed they came from the tree outside and entered the building through the empty spaces between the window and the wall.

After recording my general observations about the state of the facility, the director returned from the field trip with the remainder of the preschool class. The kids came bursting into the classroom, screaming and running and utterly out of control, nearly trampling the babies in the infant's classroom on their way. Neither the director nor the preschool teacher seemed overly concerned about this behavior, and I waited while the director made her way over to me. She approached me where I was sitting and I introduced myself and thanked her for allowing me to come visit. She signed the consent form and retreated to an area that I assumed was her office, and I began my observations of the children.

Within the first five minutes of the class returning from their field trip, a little girl walked up to me, snatched my glasses right off my face, and ran off with them. I asked her nicely to give them back to me, but that only succeeded in making her laugh. I asked her more firmly to give them back, and she refused again, playing keep-away with them. I looked to the teacher for assistance, but she was again unconcerned about this behavior. I set my things down on the table next to me, stood up, and walked over to the child holding my glasses captive. I crouched down on her level and held my hand out and said "I need you to give those back to me now." She reluctantly handed them over, but continued to try to take them from me on several occasions throughout the rest of my visit.

The children were all very dirty and dressed in torn clothing that was clearly too big for most of them. Even the teacher was dressed in very baggy clothing that was in poor shape. It was utter chaos in the classroom—the children were running rampant all over the place with no intervention from the teacher. They were yelling and knocking things over and throwing toys at each other, etc. Any time the teacher attempted to discipline a child (which was rare), the children all but totally ignored her existence. She had no control over the class whatsoever, and seemed to be resigned to this fact.

As I sat in my chair and observed the children, there were three little girls in particular who would not leave me alone. They were fascinated with my presence, and specifically with my hair. They kept playing with my hair—braiding it and combing it with plastic doll-combs they retrieved from one of the shelves. Eventually, I had to actually stand up to observe the kids because the children were pulling on my ID badge, rifling through my purse, and tugging on my hair despite my polite requests that they go play and ignore me instead.

I noticed that there were at least three children in the class that had terrible coughs. I also noticed that many of the toys in the classroom were made of recycled materials (coffee cans, empty boxes, etc.). There were cubbies in one corner of the room with extra clothes in them but there were no names on the cubbies. The shelf to my right contained an assortment of toys, but it caught my eye because it was so rickety that the children were able to rock it back and forth. It had obviously been loose and rickety in this way for a while, because the children were aware of it and intentionally played with it as though it was a toy. The shelf was easily 4-5 inches taller than any child in the class, and I worried that it might fall over if they continued to play with it.

There was one little girl in particular that did not seem to play well with others. She screamed and shook with rage anytime another child attempted to take a toy from her, or if they simply came too close to her. The teacher informed the children that it was time to line up to go outside, but it was nearly 20 minutes before we were finally ready to depart. She had absolutely no control over the kids, and it took her a long time to round them all up into some semblance of a line at the back door. As I stood there waiting for the children and the teacher to start heading towards the playground, I heard one of the little girls in the line say “fuck”, while the other children giggled. She said the curse word again and elicited the same response from the other children. The teacher glanced up from wiping down a table with bleach water at the sound of this, but said and did nothing.

I also became aware that while I stood there waiting, the teachers in the infant classroom were watching me very closely. It seemed that they were gauging my reaction to the chaos in the room, and I made sure to have a smile plastered across my face despite being appalled at the utter lack of control exhibited by the preschool teacher. In fact, it seemed to me that the infant teachers in the adjacent room may have also been appalled by the chaos in the preschool class, although I was only judging this based on their facial expressions. They watched me closely as I recorded each incident I witnessed, and again, I was careful not to give away my true purpose in being there.

After several minutes had passed, the teacher was still unable to control the children, at which point the director emerged from her office. She scolded the children for not obeying, and they became quieter and settled down a bit at her reprimand, although they still were not totally obedient. At this point, the preschool teacher was

finally able to open the door to the next room which appeared to be for much older children. There was another class in this room, with one teacher and at least four kids, who looked to be about age 10. We stood at the door in the back of this room for a few minutes while the preschool teacher did a head-count of the children. We exited this classroom, and I realized that the door we were walking through was actually the front door to the building, where I had first rang the doorbell.

We walked down the ramp and the teacher opened the gate to the extremely small playground which was located in the front yard of the facility. The floor of the playground was composed of a mixture of gravel and overgrown grass. There was a sidewalk that encompassed the perimeter of the playground, and a chain link fence that separated the yard from the street. There was a very small, very old-looking tin slide in the center of the playground, as well as two springy car toys. I observed what looked like a cockroach crawling past my foot on the ground, and took a seat on a small plastic stool on one side of the playground.

The children were dressed too warm for the weather, and the preschool teacher removed her hoodie after a few minutes of being outside as well. There was no shade on the playground, and the children did not have access to water. Although it was not hot at all, the kids were all dressed in winter clothing, and several of them complained to me about being too warm. I noticed a few pieces of trash on the playground, and one little boy came up to me and showed me a packet of mustard that he had found somewhere. He ran off, and I looked at him a few minutes later and watched as he began sucking the mustard out of the packet. The teacher witnessed the child eating the mustard, but said and did nothing. She allowed him to finish eating it, and watched as he discarded it on the ground.

The children were singing a song virtually the entire time they had been lined up inside, all the way to the playground outside that went something like “my momma, my daddy, this kiss”. I am unaware of what song this verse originated from, or whether one of the children simply made it up, but they sang it over and over again until the teacher finally asked them if they could sing a new song. They decided to sing “Watch Me Whip/Nae Nae” instead. They threw the rocks from the gravel flooring at each other the entire time we were outside as well, despite the teacher asking each of them several times not to do so. I took note again that the teacher had utterly zero control over these children, and that they were extremely ill-behaved.

There was another child in particular that the preschool teacher paid more attention to than the others. The child looked like he might have been two years old, or at least younger than the rest of the three and four year-olds in the class. The teacher carried him around almost the entire duration of my visit, and paid little if any attention to the rest of the class. As I was watching the teacher baby this one child and taking note of it, I

heard the gate to the playground click open behind me. I turned around and observed that one little boy had simply lifted the horseshoe shaped lever on the gate and ran out into the driveway of the facility. After several minutes, the teacher noticed that the little boy was no longer inside the confines of the playground and she yelled at him to come back inside. It took several commands from the teacher before the little boy finally obliged and re-entered the playground.

We stayed outside for about 30 minutes, at which point it was approaching 5pm. As the teacher shouted at the children to line up, and they largely ignored her, I gathered my things and prepared to leave. I thanked the teacher for allowing me to visit her classroom, and asked her to thank the director for me, as the door to the facility was locked again and I could not get back inside without assistance. She agreed to express my thanks for me, and I exited the playground through the gate and latched it behind me. I walked the short distance from the playground to my vehicle, and a man in an SUV drove by and shouted “hey little white mama” at me as he drove past. I ignored him, and got into my vehicle and locked the doors, then drove away from the facility.

Daycare Center 7:

I arrived at Daycare Center 7 at 9:30am on October 20, 2015. I walked up to the front door of the facility and walked right in since there was no doorbell or lock on the door. I walked directly into the lobby area, and waited at the window for someone to let me inside the area with the classrooms. A woman walked up to the window in the office and I introduced myself and explained why I was there. She introduced herself as the director of the facility, and let me in through the door on the left side of the reception area. She signed the consent form and asked me to sign into their entry/exit log as well, then she led me to the preschoolers.

The preschool class was outside on the playground, so the Director walked me outside then introduced me to the two preschool teachers. I took a seat on a bench inside the gazebo on the playground and began my observations.

There were two teachers, and 8 preschoolers. The teachers wore khaki pants with matching purple polo shirts that had the name of the facility embroidered on the front left pocket. The playground had a very nice, large gazebo on one side that I mentioned earlier, as well as a plastic jungle gym and several toys. The floor of the playground was composed mostly of grass, but the area around the jungle gym was covered in a very fine, white sand. There was also a wooden structure on one side of the playground that looked almost like miniature stable stalls—and I suspected it might have been constructed as storage space for toy cars, etc. I noticed that all eight of the children had their own

individual water bottles outside with them, and the teachers took the children inside periodically for bathroom breaks.

As I was sitting in the gazebo, there was one little boy who looked to be 3 years old that was keeping me company. He had a black and orange walking boot on his right foot from an injury that he said he sustained at the daycare. He mentioned that he had fallen off of something on the playground last week, and that he hurt his foot on doing so. He was not allowed to play while in the boot, but he did have a stroller outside that the teachers pushed him around in whenever he got bored of just sitting in the gazebo.

Another little girl paid frequent visits to the gazebo while the children were outside playing. She was a moderately obese child, and she held an apple in her hand that appeared to be part of her breakfast that she had left unfinished when her caregiver dropped her off at daycare. She munched on this apple for the entire hour duration that we were on the playground but never finished it. While she visited me in the gazebo, she talked about many things; including her favorite color, TV shows that she likes to watch, and her zebra-print backpack. At one point, she noticed that I was chewing green gum, and she asked me if she could have some. I politely declined to share it with her, and said “Gum is only for big kids, right?” She replied “Yeah, gum is for big kids—but I’m a big kid! I’m fat!” She patted herself on the stomach vigorously to demonstrate this statement, and I responded by telling her that “You’re not fat, but gum is for adults, not kids”.

After a while, two other teachers brought their classes outside to play on the playground. One of these teachers was dressed in royal blue scrubs, and she introduced herself to me and asked if I was an OSU student. I told her that I was an OSU student, and she said she had seen my car in the parking lot and thought that this was the case. She explained that she just graduated from OSU Stillwater last spring, and that she had studied early childhood education. We chatted about OSU for a while, and then about daycares in general. She mentioned to me that she had recently gotten married and she wasn’t quite sure where she wanted to start her career, so working in a daycare was very flexible and fun for her.

Just as we concluded our conversation, the fire alarm inside the building went off. It was clear that the alarm was only a drill, but the teachers gather all of the kids and I followed them to the fence on the opposite side of the playground. We exited the playground and walked around to the front of the building and waited for the director and the other classes to come out and join us. The director came out of the building and addressed all of the teachers about their performance in the drill. She thanked them for remaining calm and professional, and informed them that there would be a tornado drill shortly following the fire drill. I followed the preschool class back inside the building to the preschool classroom, where we waited for the sound of the whistle that would indicate a tornado drill.

We waited for about five minutes then heard a loud whistle coming from the direction of the front lobby area. The preschool teachers rounded up the children a second time and lined them up at the back door. I followed them outside, and we headed towards an underground storm shelter located to the left of the playground. All of the classes were outside, and at the director's instruction they began climbing down the steps to the cellar. I offered to just stay above ground and wait until the drill had been completed, but the director insisted that I participate as well. I closed my notebook and climbed down the small set of stairs into the storm cellar. It was very dark, humid, and cramped in the shelter. All of the teachers and children were able to fit, and once the director had performed a head-count of everyone, she allowed us to exit the shelter. The infant's teachers were allowed to exit first, and they took turns passing the babies up the stairs until they were all outside.

Once we exited the shelter, we returned to the preschool classroom for free-play and craft time. I noticed that the preschool classroom had cameras in the corners of the room, and that there were lots of numbers and letters of the alphabet on the walls. In addition to the English alphabet, the Creek alphabet was also present and the preschool teacher informed me that they teach the children both languages. The classroom was very clean, with mostly tile on the floor with the exception of a few rugs. There were lots of toys for the children to play with, and they each had their own individual cubbies.

The teachers simultaneously conducted free play time and craft time by calling just a few children at a time to come work on their craft, while the rest of the children played. One little girl kept bringing me Barbie's® and plastic food from the kitchen area while I sat at the table and recorded my observations. I watched the children during free play/craft time for a while, but by the time we had finished the fire drill and the tornado drill it was nearly time for me to leave. I gathered my things and thanked the teachers for allowing me to visit their facility. I stopped at the director's office on my way out and thanked her as well, and she told me to let her know if there was anything else I needed. I thanked her again, then exited the building.

Daycare Center 8:

I arrived at Daycare Center 8 at 9am on October 23rd, 2015. I parked in the gravel lot behind the building then walked around to the front entrance. It was raining, so I hurried as I walked up to the front door and tried to open it. I was able to walk inside to a small hallway-like area with a reception desk and window on the left side. There was no one at the window, so I went to open the door at the opposite end of the hallway and found it locked. I rang the buzzer, but received no answer from inside. Just as I was about

to ring it again, a man walked inside with his little boy and offered to let me through the door using his code. He opened the door for me and I walked inside.

I was immediately greeted by the preschool teacher whose classroom was located directly next to the front entrance. I introduced myself and explained why I was there, and she directed me towards a second, much larger preschool classroom. She introduced me to this preschool teacher, and then the two preschool teachers debated over which of their classes I ought to visit. Ultimately, they decided on the smaller preschool class because they felt I would be more likely to glean good information from observing them. I followed the first teacher I met back to her classroom, then took a seat in a chair in the corner and began my observations.

There were ten children and one teacher. I noticed that there were cameras in the corners of the room, and although the room was relatively clean and organized, a few of the ceiling tiles needed replacing. There were two yellow tables, three blue, and one red table, as well as purple, yellow, and green chairs for the children. As the children began circle time, I noticed that there was one little girl whose eyes were perpetually crossed, making it difficult for her to participate in some of the activities throughout the day. I also noticed there was a little boy with some severe speech impediment, which caused his speech to sound slurred and difficult to understand. Additionally, there was a little girl that was trying to have a conversation with the preschool teacher in the middle of circle time. The little girl said “teacher, my momma steals stuff from the store all the time”, which prompted another little girl to say “teacher, my brother steals stuff”. As circle time progressed, the children went over the days of the week, the weather, they danced and sang, and they did a few stretches and exercises.

Once circle time had concluded, the children were allowed to play at centers. The teacher informed me that they would be required to rotate centers every 20 minutes, and she told me to let her know if I had any questions as I continued my observations. I watched as one little girl was at the “coloring” center and she spilled a handful of cheerios she had been eating. I observed that the teacher asked an entirely different little girl from another center to clean up the mess. The teacher did not scold the little girl who had created the mess, nor did she acknowledge the fact that she had asked the innocent little girl to clean it up.

In fact, I noticed throughout the day that the teacher was particularly hard on the little girl she had asked to clean up the cheerios. For whatever reason, the teacher was constantly scolding this little girl and seemed generally annoyed by her. I observed another incident later in my visit where this little girl requested to be allowed to go to the bathroom, and the teacher denied her permission to do so. The teacher claimed that they had just had a bathroom break and that the little girl could wait. I took note of the fact that they had indeed had a bathroom break, but it was nearly 35 minutes since they had

gone. The little girl began to cry, and she begged the teacher to allow her to use the bathroom, but still the teacher refused. The little girl began to suck her thumb, and continued to do so for the rest of the duration of my visit.

The children rotated centers, and at one point the other preschool teacher and her class lined up for a bathroom break at the restrooms directly across from the class I was in. The two preschool teachers began to chat while one class was playing and the other was taking a bathroom break. I overheard them talking about a little boy that was not in attendance, and how glad they were that he was not there.

By this time, my visit was over so I gathered my things and went to thank the preschool teacher for allowing me to visit her class. She walked me back to the entrance of the facility and let me out, then locked the door behind me.

Daycare Center 9:

I arrived at Daycare Center 9 at 9am on October 22nd, 2015. I walked up to the front door of the facility, but had to ring the bell to be let in. I heard the door click as it unlocked, and when I walked in I was immediately greeted by a woman at the front desk. I explained who I was and what I was there for, and she asked me if I could wait in the lobby until the director came back from running an errand. I agreed to wait, but after about 15 minutes had passed, the receptionist called the director to confirm that I was scheduled to observe the preschoolers, then she hung up the phone and asked me to follow her. She said that there were some other students that were supposed to observe in the classrooms today for their early childhood degrees, but that they had not yet arrived. She led me towards the preschool class, then introduced me to the teachers. The preschool teachers told me I could take a seat at the table while they finished circle time, so I sat down and began my observations.

I noticed that there were cameras in every corner of the room, as well as a pet guinea pig in a cage to my left. The teacher leading circle time was especially loud when she spoke, making it seem a bit like she was constantly yelling at the children. During circle time, she read the children a book, had them go over the weather and the days of the week, and they sang and danced to three different songs. There was one little girl in particular that was very interested in my presence, and the teacher scolded her several times for not paying attention during circle time. In fact, I noticed throughout the day that this little girl was in trouble almost all of the time for something.

At one point during circle time, another woman came into the classroom and she appeared to be the cook for the facility. She asked the preschool teacher how many kids had eaten their breakfast and she took note of the number, then left the classroom.

There were lots of Halloween decorations in the classroom, and the floor was half carpet and half tile. There were several centers around the room for the children to play at, as well as a single bathroom stall which this classroom shared with the room adjacent to it. Some of the paint on the walls was chipping, and all of the children were well dressed and clean, except for one little girl. She was dressed well, but she was grimy and dirty, and her hair was a tangled rat's nest that looked as if it had not been brushed for several days.

Once circle time concluded, the preschool teacher dismissed the children to various centers, and told them they would have to rotate in about 25 minutes. I noticed that she was a bit sarcastic with the children. If they asked her a question that she thought was silly, she would roll her eyes and give a sarcastic retort as a response. The other preschool teacher seemed to find this amusing, but the children did not even recognize the joke.

I took note of the fact that there were two preschool teachers, and seventeen children. As I watched them play, one little boy came up to me and started to talk my ear off. He chatted with me about having to play at his mom's house one weekend and then his dad's house on another weekend, giving me the impression that his parents were not together.

Shortly after this interaction occurred, the lead preschool teacher walked over to me and we began to chat about my project and the daycare system as a whole. She told me that she had been working at this facility for 20 years, and that the other teacher in her class had been working here for 8 years. She pointed out a little boy that she suspected to be high functioning or autistic, and explained to me that she has attempted to explain her concerns about this topic to his parents, but they refuse to acknowledge the possibility. She also pointed out the little girl that she was particularly hard on during circle time and explained to me that she has some serious behavioral issues that the parents refuse to intervene in. Lastly, she pointed out another little boy that she suspected to be very high functioning. He was a Hispanic boy, and his speech was extremely difficult to understand. The teacher explained that the rest of his family did not speak English, so she thought it may have something to do with that. Either way, she expressed her frustration at the parents for not allowing him to see a speech pathologist because she and the rest of the class found it nearly impossible to understand what the little boy was saying at any given time. She explained that they actually have a trained speech pathologist that regularly visits their facility, but the parents of this particular little boy refused to allow him to be treated in any such manner.

She also mentioned that they have had to send children home because of bad behavior in the past, and how sad it is that parents are sometimes in denial about whatever disabilities their child may have and therefore deny them access to the proper early interventions. Additionally, she informed me that they frequently have therapists and other trained professionals working in early childhood development fields come to the facility and give trainings and lectures to the parents and teachers; though most parents decline to attend.

After center time had concluded, the lead teacher lined the children up to go outside to the playground. The playground was mostly composed of sand with some grassy areas, with several picnic tables and benches, two swing sets, and some toy cars. The playground was encompassed by a chain-link fence, and there was a moderately sized wooden tool shed in one corner that housed all of the toys when they were not being used. After we had been outside for a few minutes, another class came outside to join us on the playground. There were now four teachers on the playground in all, and they began to chat amongst themselves while the children played. They gossiped about other employees at the facility, as well as how little they are paid. The lead teacher for the classroom I was observing mentioned that she was applying for a second job because she was unable to pay her bills based solely on the income she received as a preschool teacher at this facility. Another teacher mentioned that she too may also have to apply for an additional job because she had recently learned that her son was narcoleptic.

I watched the children play for a while longer, and when it came time for me to leave, I followed the lead preschool teacher back inside the building as she went to take a bathroom break. I thanked her for allowing me to visit her classroom, and she wished me luck on the rest of my project and gestured towards the direction I needed to head in order to get back to the front door. On my way out, I stopped at the director's office and found her working at her desk. I introduced myself and thanked her for letting me visit her facility. She said that she hoped I had gotten the information I needed from my visit, and she wished me luck with the rest of my project as well. I thanked her again, then left the facility.

Daycare Center 10:

I arrived at Daycare Center 10 at 9am on October 27th, 2015. I parked in the parking lot directly in front of the facility, and noticed that the windows of the facility were painted with cartoon character motifs. I opened the door to the facility and was immediately greeted by the director. She had forgotten that I was visiting and observing the preschoolers today, but she allowed me to stay after she made sure to tell me that they were running behind schedule. She had been tied up in her office with a parent of another

child for longer than she had expected, and now the preschool class was running behind because they were waiting on her to fix breakfast. She informed me that the facility was very small and that she was understaffed, so she works as the director, the cook, and as a preschool teacher.

She led me to a chair to sit in while she prepared breakfast for the children. As I sat down and unloaded my things, I heard her giving a lecture to the preschoolers to be on their best behavior, and to remember that I am only an observer and they were not to bother me. I noticed that there were two teachers in the preschool classroom, and as the director walked back by me towards the kitchen, she mentioned that both of the preschool teachers were new. She also mentioned that when she was just a daycare teacher (before owning and operating her own facility) she had both of the preschool teachers in her class when they were children.

She continued to prepare oatmeal for the children's breakfast while the preschool teachers led the children to the tables and began handing out cups of milk to each of them. I noticed that there were 9 children, and one little boy was wearing pajama pants. The director pointed him out to me and mentioned that she suspected he would fall somewhere on the autism spectrum if he were to be tested. I also noticed that the room smelled heavily of bleach, urine, and toast.

As the director continued to prepare and pass out breakfast for the children, she chatted with me a bit. She asked if I had gone to Stillwater for Homecoming weekend, and I said no. She informed me that her children both attend OSU-Stillwater and were present at the parade just moments before a woman crashed her vehicle into a crowd of spectators, tragically killing four people and injuring nearly 50 others. She told me that thankfully neither of her children had been hurt and that she planned to donate to each fund for the victims of the tragedy.

I watched the children eat breakfast, and I observed that the director scolded one of the preschool teachers several times for not doing things correctly. I also overheard the director telling the preschool teacher that it did not matter that they had a visitor, she should still be doing her job correctly.

Once the children had finished breakfast, the teachers brought each of them a plastic cup full of small rubber teddy bears. They had the children count the bears and create patterns with the different colors. Next, they had the children stand up for circle time. They sang and danced and did some exercises during circle time, then the preschool teachers and the director announced that it was free-play time.

I followed the preschoolers into their classroom and observed that the walls were painted an obnoxiously bright lime-green color. The children were allowed to play at centers for 20 minutes before being required to rotate. I noticed that most of the children

were well-dressed, although some of their clothing had holes in them and were slightly too large. The kids were largely uninterested in my presence, and they spent the rest of the duration of my visit having free-play time.

Once I finished my observations, I gathered my things and thanked the director for allowing me to visit her facility. She told me jokingly not to write anything about her facility, and she mentioned that I could come back anytime if I needed anything else. I thanked her again, then left the building.

Low Crime Rate Summary

Overall, the disciplinary techniques of the caregivers in the low crime rate areas ranged from either ignoring deviant behaviors entirely, or intervening through means of sitting the deviant child down to have a conversation about why their behavior was bad. Caregivers in this area seemed more concerned with meeting emotional needs of the children and less concerned with consistent discipline. Instead of simply placing a child in time-out for hitting another child, the caregivers would be more likely to sit down with the offending child and talk about what had made them angry, and how they can better handle that emotion in the future.

The main focus at many of these facilities relied heavily on teaching children concepts of mathematics, reading comprehension, English, etc. at an early age in order to give them a head-start in school. Caregivers seemed to largely disregard any children that had developmental delays, autism, behavior problems, or learning disabilities, and

focused mainly on educating the average children. More attention was paid to ensuring the DHS requirements were met, and that the children's emotional needs were catered to.

Daycare center #4 constitutes an ideal example of the disciplinary techniques of caregivers in the Low crime rate areas. This facility was enormous, and equipped with all kinds of technologies for extracurricular activities: an indoor glow-in-the-dark bowling alley, an indoor basketball court, professional cooking classes, etc. The employees were largely concerned about adherence to DHS rules and regulations, and about ensuring that the emotional needs of the children came first.

If a child was seen playing with a "toy weapon" or participating in some other deviant behavior, all activities essentially came to a halt until the teacher had sufficiently dealt with the situation. This would consist of the teacher getting down on the child's level, taking their hands, and looking them in the eyes while discussing the issue at hand. The teacher would speak to the child about why their behavior was bad, and how they could better manage their emotions.

Additionally, teachers were more likely to intervene when witnessing a child physically abuse another child, than they were when the abuse was verbal instead. Any child that consistently exhibited behavior issues was simply left to their own devices—if the child refused to eat lunch, or participate in circle time activities, the teacher would simply allow the child to do whatever they pleased rather than facing the prospect of having to discipline the child.

This particular facility seemed to have an issue with consistently being understaffed and struggling to maintain the ratio according to DHS standards. They were so concerned with this that at times, the needs of the children fell by the wayside. When they were not worried about maintaining ratio however, they focused heavily on ensuring that each child's emotional needs were being met.

Moderate Crime Rate Area

Daycare Center 11:

On June 5, 2015 I arrived at Daycare Center 11 at 9am. It was about 78 degrees outside already, and there were very few clouds in the sky. I entered the building and went straight into the 3-4 year old classroom that I had been assigned to observe. I said hello to the teacher who I had met when I visited earlier in the week, and he showed me to my seat at one of the child-sized tables. The room smelled like sunscreen and the chlorine of pool water.

The children were having free-play time while I observed their behaviors. I first recorded my overall observations about the classroom. It was very clean and tidy. There was no clutter, and it appeared that all of the children had been taught to pick up after themselves because there were very few toys that were out of place. There were several stations about the room, one containing a computer, another with a sandbox, and another with a playhouse. They had several activities to do, and the teacher was very adept at managing the children despite it being free play time. It was neither chaotic or loud in the classroom, but calm and entertaining for the kids. There was one male teacher, and 11 children.

The children were all dressed appropriately for the weather. I did not notice any holes or rips in any of their clothing, and everyone's clothes appeared to be clean and relatively new. There was one little boy in particular who paid special attention to my presence in the room. He was shy at first, but after a while he began to work on a puzzle at the same table I was sitting at. He was very aggressive toward the other children, and

became very defensive if they encroached on his personal space or doubted his aptitude for completing the puzzle he was working on. He remained aggressive throughout my entire observation period, and did not play well if at all with the other children. The teacher did seem to be aware of this child difficult behavior, and the teacher was good at intervening when necessary but for the most part left the child alone to his solitary play. The child must have taken a liking to me, because he gave me a big hug when it was time for me to leave the room.

Daycare Center 12:

On June 23rd, 2015 I arrived at Daycare Center 12 for observations at 9am. It was already very hot and humid, around 90 degrees outside. The first thing I took note of was the massive size of the facility. Separated into two large buildings, Daycare Center 12 looked more like an elementary school than a daycare center. The director informed me that the building which I was observing activities in, had a total of 16 classrooms, and approximately 250 children enrolled. This half of the facility was easily four times the size of any daycare center I had previously visited. The teachers at Daycare Center 12 wore matching bright orange polos and khaki pants.

Upon entering the building and becoming acquainted with the director, I was asked to sign in on the visitors' sheet, and then led to the first of three classrooms I would be visiting. I was led to a place where I could sit and observe the classroom activities, and began writing down what I saw. There were two female teachers in this classroom, and 12 students. One of the first things I noticed was that one of the teachers was helping the children brush their teeth after breakfast. I have not seen this at any other facilities so I found it interesting enough to note. Additionally, the kids were very accustomed to having visitors, and did not display the same level of intrigue about my presence that children at other daycares displayed. The children had no lack of toys to play with, and they even had an entire area made to look like a small living room and kitchen. There was a computer for games, a dress-up play area, and an easel for drawing pictures. Each child had their own cubby with a framed picture of themselves and their parents above it.

Most of the children were well dressed, with designer brand clothes and shoes. It was "water play" day, and many of the children wore their swimsuits to school and brought an extra pair of clothes to change into later. After watching free play time for about 20 minutes, I followed the children when they went outside to the playground. There were at least four separately fenced playgrounds that I could see, all with children of different ages. Once we were all inside the fence of this classroom's playground, I sat down and watched the children as they played with various measuring cups and buckets, all the while being sprayed with water from a hose controlled by another teacher. The

kids really seemed to enjoy water play, and there was one incident in particular that I noticed as being mildly concerning. One of the little boys who appeared to be a little older than some of the other children was playing with a funnel, and kept putting it between his legs and pretending with the other children that he was urinating on the playground.

There was also an incident where one of the little girls took particular interest in me, and she and one of her friends sat next to me and would not play. Far too intrigued by my presence, they were playing with my hair and asking me dozens of questions. Before long, they were really just chattering at me, and suddenly one of them said “I do not have a house or a bed. My brother and sister and me sleep on the floor”. Despite my attempts at not interacting with the kids at all, one of the teachers heard this comment and assured me that the child was just making things up and forced the little girl to go play. Unfortunately, the little girl was not in agreement with the teacher’s suggestion of leaving me alone, and a violent fit ensued. The child was still screaming, kicking, and crying when I left 20 minutes later to visit the next classroom.

One of the teachers from the first classroom led me from the playground outside to the next classroom I would be observing, and I took a seat at the table that she gestured to. There were two female teachers in this classroom as well, and 11 students. It was “free play” time for the kids, and they were allowed to visit any one of the multiple stations set up throughout the classroom. Again, there was a computer station, an easel, as well as a living room/kitchen play area, and a dress-up area. While watching this kids at the computer station, I noticed that they were all pretending to be on “Facebook”. Some of them had lifeless cell phones in their hands, while a few of the others just chatted about “Facebook” in general.

Also while observing the children in the computer area, I witness an altercation take place between two little boys who both wanted to play the computer games. One of the boys was already on the computer, while the other was trying to force his way into the chair. The little boy in the chair refused to budge, thus leading to the intruding boy deciding to choke his classmate until he moved. The teachers did not witness this altercation taking place at all, and once the aggressive boy won the computer chair from his victim, he began playing the games as if nothing had happened. Meanwhile, his victim pouted but did not cry or go running to tell his teacher about what had happened. He simply stomped away without another word about the incident.

After spending 40 minutes in this classroom, I was led to the third and final classroom I would be visiting. I walked in and sat down at one of the kid sized chairs and tables in the room and began observing the activities of the class. There were again two female teachers in this class, with 15 students. One teacher was reading a book to the kids while the other helped the children change out of their swimsuits and into their dry

clothes one by one. Once they were done reading the book, the kids were allowed to have free play time. Free play time in this classroom was far more chaotic than it was in any other classroom at the facility. The children were loud and ran around from station to station with little to no intervention by the teachers. As the children played, I observed that one of the teachers allowed them to carry the class pet frog around in its tank. I was surprised to find that the tank actually had a rope attached to it so that the children could wear it as a necklace of sorts while they played, while the frog simply held on for dear life.

Towards the end of my observation, I was recording a few things when I heard a little girl talking to me. I half ignored her at first but as she became more insistent I looked up from my paper to see what the matter was. She was covered in huge hives from head to toe. Her eyes were swollen shut, and she was complaining that she had started to itch when she was outside on the playground. I immediately obtained the attention of the teacher, and presented the little girl to her. She was alarmed and said she would call the child's mother. The child began to complain that her throat was hurting, and I worried that she may have been going into anaphylaxis, but the teacher assured me that the child's mother was on her way and all was well. Shortly thereafter, another teacher took the child from the room and presumably to her mother, and I was not informed about the child's condition any further.

Daycare Center 13:

On Wednesday, July 22, 2015, I arrived at Daycare Center 13 at 9am. It was unseasonably cool and cloudy outside, and it had begun to drizzle. I walked up to the front door and found it locked, so I rang the buzzer and waited for someone to let me in. A middle-aged woman came to the door and opened it just enough to speak with me, and after introducing myself and explaining that I had arranged a meeting with the director, she let me inside the building. She led me around the corner into a classroom where I found the director.

The director introduced me to the teacher in the preschool classroom, and explained to her that I would just be a fly on the wall for the next couple of hours. I found it particularly interesting that both the director and the teacher made it a point to inform me that their facility was undergoing a transitional period. They stated that renovations were being done, management was changing, and that if anything seemed out of the ordinary or overly chaotic, that was the reason. Even after the director had gone back to her office, the preschool teacher sat and chatted with me for a while about how this was her first day back after a week's vacation, and that the kids were behaving differently since she had been away. I also learned from the director that their facility is affiliated

with a religious hospital, and that all of the children that attend daycare here have parents who are employed with the hospital in some capacity.

I did find it strange that the teacher felt it necessary to repeatedly excuse any bad behavior I observed on the part of the children because of the various “transitions” of the last couple of weeks. Additionally, the teacher immediately pointed out one child to my attention that was not participating in group activities. She explained to me that he had some “issues” but she was unclear about what they were or why that explained his behavior. It appeared to me that perhaps the child suffered from Asperger’s syndrome, but there was no way for me to confirm this assumption. He refused to participate in any group activities, he did not listen to the teachers’ instructions, and he meandered about all over the classroom talking to himself while making a variety of hand motions.

After my brief chat session with the lead teacher about all of the recent inconsistencies the children in her classroom were experiencing, I sat down to record my observations. I noticed that there were two teachers in this classroom, and 17 children. There were 11 girls, and 6 boys, all ages 3 and 4. The children are all well dressed, clean, and well-kempt.

A few minutes into my observation period, the teachers began to line the children up to go outside. I noticed that each teacher had a clipboard with a class list on it, and they called role as they were lining up. The lead teacher took the liberty of explaining to me that anytime they move locations, they not only take a head count, but they also call role and check each child’s name off the list once they know they are present. Once all of the children were lined up, they began to head towards the door when a voice from an adjacent classroom yelled that it was now raining outside and the children would not be able to play outside yet. A backup plan ensued to take the children to a different classroom for circle time and free play inside. They did an about-face and went in the opposite direction towards the other classroom, and I followed.

Once we arrived in the new classroom, I took a seat and began observing circle time, as well as the general state of the classroom. Everything was clean and organized, but there were no ratios for the classroom posted anywhere. There were, however, two certifications posted as well as the emergency bag and plans for fire escape.

As circle time progressed, the little boy whom I suspected had Asperger’s syndrome remained uninvolved in activities. There were a few times when the teachers had to ask him to stop doing something or tell him to be quiet, but for the most part they just let him be. Circle time went well, and I could tell that the lead teacher had a good grip on managing her classroom. She never seemed overwhelmed or stressed, despite the normalcy of chaos in a classroom full of 17 preschool aged children.

Free play time began once circle time was over, and I was able to observe the children in their “natural habitat”. The teachers interacted very well with the kids; instead of simply supervising them, they got down on the kids’ level and played games with them. The teachers integrate themselves into the children’s imaginative play, as opposed to simply supervising the children.

I noticed several of the children incorporating the use of toy weapons in their play—ranging from guns, to knives, and even swords. It was several minutes before the lead teacher intervened and told the children they were not allowed to play with toy weapons, and her intervention came only after a little girl complained that a little boy had “stabbed” her with his sword.

The longer I observed the children, the more interested in me they became. Initially I was ignored, but as time progressed, children were coming up to my seat and giving me various pieces of artwork that they had made for me. They were also touching my hair, attempting to sit in my lap, hugging me, and asking me all manner of questions. The teachers attempted to get the kids to leave me alone a few times, but eventually gave up and allowed the kids to interact with me at free will.

One particularly rambunctious little boy sat down next to me with a handful of plastic chess pieces in his hands, and proceeded to throw them at me and hit me in the face with them until I finally had to ask for the teachers assistance in getting him to stop. I felt uncomfortable defending myself against him based on the agreement I had with the director that I would not interact with the children at all, but it got to the point where I needed to do or say something to avoid losing an eye.

Another particularly interested little girl sat down next to me and refused to leave my side. She would not let go of my arm and she told me that she loved me and that I was her best friend. I found this interesting because I seem to be discovering a similar pattern at other daycare centers. I am not sure what the correlation is, but at many of the other facilities I have visited, at least one little girl in the class seems to become quite attached to me.

Free play time was winding down, and just before the teacher prepared to line the kids up to go outside, there was a very loud crash followed by blood-curdling screams. Unfortunately, the teacher did not observe this incident as it was taking place. A little girl was playing in the kitchen area with another little girl. One girl stole a toy from the other girl’s hands, and the victim of this offense became very angry. Instead of hitting or biting her, she deliberately walked around to the back side of the toy wooden refrigerator, laid down on the floor, and kicked the refrigerator until it tipped over on top of the other child. The child was mostly uninjured, save for a large red mark between her shoulder blades which will likely become a bruise. The offending child was asked to sit in timeout, and she did begrudgingly. This was a display of pure, premeditated aggression, and the

child seemed only to feel remorse for the fact that she was now experiencing punishment, not for the fact that her friend was hurt.

After the debacle of the kitchen equipment, the children lined up to go outside, and again the teachers called role and checked each child's name off of the list. The little girl who had attacked the other little girl with the wooden refrigerator was allowed to leave timeout to go outside and play. She was not reprimanded and she did not experience a form of discipline that I observed in other Daycare Centers.

I went outside with the class long enough to survey the state of the playground, but had to leave shortly thereafter because 11am was quickly approaching and my two hours was up. The playground was in good condition, and though it was a bit small, there were plenty of activities. There was a picnic table underneath an awning, a fairly new looking jungle gym, and a basketball court complete with a goal and various different balls to play with.

I thanked the teachers for allowing me to observe their classroom, and the lead teacher showed me back inside the building to the director's office so that I could say my goodbyes. I thanked the director again for letting me visit, and she led me to the front door and saw me out.

Daycare Center 14:

I arrived at Daycare Center 14 at 9am on September 1st, 2015. The facility was somewhat difficult to locate, and I actually drove past it the first time because I did not recognize it. Instead of being housed in a typical building, Daycare Center 14 is located inside a double-wide trailer. The parking lot was in bad shape, and there was a chain-link fence surrounding the makeshift playground behind the trailer. I walked up the ramp to the front door and found that it was unlocked.

I entered the building and was immediately greeted by the director. We shook hands and she kindly welcomed me to her facility. I presented her with the consent form for the project and looked around the facility while she briefly scanned and signed the document. Despite being located in a trailer, the facility was in decent shape. Although it was a bit messy, everything seemed to be in working order. We chatted a bit, and I learned from her that she has owned and operated this daycare since 1994. It was apparent to me that she absolutely loves being a daycare owner/director, and that despite being retirement age, she said she would not be likely to retire anytime soon. She introduced me to the preschool teacher and showed me to the classroom I would be observing. I took a seat at one of the child-sized tables and began my observations.

The preschool classroom was very small. It occupied one corner of the double-wide, and was only separated from the adjacent classroom by some shelves with toys on them rather than a wall or a baby gate. There were ratios and DHS licensing forms posted on a bulletin board on the far side of the room. For some reason, there was also a full-size vending machine located next to the preschool classroom as well. Additionally, each child had their own cubby space with their name on it, and I could see that arts and crafts were a regular activity for the kids since there were various pieces of artwork hanging from the ceiling. I noticed that there were cameras in each room that were hooked up to a monitor in the director's office. I also noticed that there was a bulletin board next to the office that had the hours of operation for the facility posted. There were hours for both a day shift and a night shift, so I assume that the daycare is open 24 hours. Also located between the office and the preschool classroom was a stack of sleeping mats for the children. I observed that many of the mats were ripped, and the fitted sheets covering them were stained, dirty, and ripped as well.

The children came back from a bathroom break and sat down for circle time. There were 6 preschoolers when I first arrived, though two children showed up late making for a total of 8 kids in the class, and one teacher. I observed that the teacher was very engaged with the children. She had them recite the pledge of allegiance, sing "Flag of America", and the "Alphabet" song. She also went through the days of the week as well as the weather with them.

The children appeared to be fairly well dressed, although many of them were dirty and grimy, and some of them wore clothes that were a little baggy. The teacher had some trouble getting the children to listen, but had very little trouble getting them to sit at a table and play with puzzle and connect cubes. I found it interesting that she worked with each child individually as well as within the group. When they had the puzzle out, she had each child put it together individually while the other children watched, then they all clapped when the child successfully completed the puzzle. The teacher went around the table in a circle until everyone had had a turn, and then moved on to the connecting cubes. With these, she asked the children to build whatever they wanted, and when they were done she would ask each of them individually to share their creation with the group.

There was one little boy in particular that appeared to have some developmental delay of some sort. He barely spoke at all, and although I did not prompt her, the teacher proceeded to tell me that the child had difficulty with many aspects of daycare. Apparently he had only been in attendance for a month, but she explained to me that during that time she has seen him improve immensely. When he arrived, she said, he could not speak at all, he was not potty-trained, he did not interact with the other children, and he had trouble with fine motor skills. Now, he is able to use the bathroom, he says some one-syllable words, he interacts with the other kids sometimes, and he is

able to complete some tasks involving fine motor skills, such as piecing together a puzzle.

There was also a little girl who proved to be more difficult to handle than some of the other children. Although she did not appear to have any developmental delays or disabilities, she was generally inattentive and difficult to control. She often stole things from the other children, and she refused to obey simple commands. I saw her at odds with the other children on several occasions for a variety of reasons—either because she had stolen a toy from another child, called a child a nasty name, or flat out hit a child.

In fact, the teacher and I chatted at great length about many of the children she has worked with in the past with a variety of disabilities ranging from the physical to the emotional/developmental. She spoke at length about the importance of patience and persistence when dealing with children with disabilities. She claimed that she personally was the reason that many of the children she had worked with in the past are still alive today.

Following the conclusion of this discussion, I accompanied the children and the teacher outside to the playground. I took a seat at a small child-sized picnic table, and watched as they engaged in free-play. As I mentioned earlier, the playground was surrounded by a chain-link fence. There were a few pieces of trash lying around, but it was generally clean. However, instead of grass or even sand, the playground was covered in a mixture of gravel, cement, and dirt. There was some kind of metal pipe sticking out of the ground a few inches from my foot, and many of the pieces of playground equipment looked like they were not well tethered to the ground. Despite these observations however, the kids really seemed to enjoy themselves outside. I got the feeling that they may not get to play so freely at home, and my suspicion was confirmed as I spent more time chatting with the preschool teacher.

She explained to me that many of the children in her class are separated from their parents because their parents are in jail, or they are drug addicts. She mentioned that this was the case with many of the babies in the infant classroom as well. She said that they have had a lot of turnover with employees working in the infant's class because the employees often quit due to the babies' excessive crying. She explained that the reason they cry excessively is because many of them are drug babies that are experiencing withdrawal.

I was forced to draw our discussion to a close as it approached 11am. I thanked her for allowing me to observe her classroom and as I went to shake her hand, she pulled me into a big bear hug and wished me luck with school. She told me to come back and visit anytime, and I waved goodbye to the kids as they ambushed me with hugs. I walked back inside the building to thank the director, and she too gave me a hug as I went to

shake her hand. She also told me to visit anytime, and I thanked her profusely for allowing me to observe her facility.

Daycare Center 15:

I arrived at Daycare Center 15 at 9am on September 4th, 2015. I had a lot of trouble getting the observation scheduled with this facility. I had a time set up on three different occasions, and each time they claimed they were too busy or did not have enough preschoolers for me to observe. Regardless, I finally pinned them down long enough for me to come visit, although I never could get in touch with the director again after my initial contact with her when I delivered her the paperwork for this project.

It should be noted that this facility is located in a shopping center. There are several buildings within this shopping center, but it appears that only two of these buildings are actually functioning as businesses (one of which is this daycare). The other buildings in the area are in very poor condition, with broken windows and doors. There is also a dumpster in the parking lot with the words "NO TRESPASSING" spray-painted across it. There are pieces of broken glass, cigarette butts, and a stray dog in the parking lot. I avoided the trash and the rather large dog as I exited my vehicle, and I walked up to the front door of the daycare. The door was not only unlocked, it was wide open. I walked right into the facility, without needing to buzz in to open the door, and without having to first pass a front desk/reception area before being right in the middle of the classrooms.

There were classrooms on both sides of me as I walked into the facility. Rather than having baby gates as a barricade around each classroom, there were what looked like garden fences. Also, instead of plastic, secure baby gates as entrances/exits to each classroom, there were makeshift gates that looked as if they were homemade. They had small slider locks on them well within reach of the children, and I would later observe that the children were more than capable of opening the gates themselves, and in fact were encouraged to do so.

I was greeted by the teacher in the classroom to my right, and I explained to her who I was and why I was there. She invited me into her classroom and introduced me to all of her preschoolers. There were 8 children total; 5 boys and 3 girls. I immediately noticed one little boy that was sobbing uncontrollably. He was wearing clothes that were a bit big on him, and he was extremely dirty. In fact, all of the children seemed to be wearing hand-me-down clothing and were a bit grimy. Additionally one little boy had a terrible rash across his chin and mouth that was bleeding and oozing pus.

I sat down at a child-sized table after being introduced to the kids, and began my observations of the classroom and the children's activities. The first thing I observed was that the entire room smelled of urine. There were stains on the ceiling, and it was slightly warm in the building; likely due to the fact that the front door was open. There was a sign posted on the wall that stated "Anyone using their phone in a classroom will be fired". I glanced over at the teacher in the classroom after reading this sign and saw her scrolling through "Facebook" on her phone, and decided that this rule must not be very strictly enforced. The children were allowed to leave the classroom to use the bathroom, and they simply walked over to the baby gate and let themselves out. A few times, they would be gone for a while and come back with rolls of toilet paper that they had been playing with while they were gone, etc. There was no supervision for the children leaving the classroom to use the restroom whatsoever. Although the children in this class are preschoolers, many of them were still wearing pull-ups or diapers, and I never once saw the teacher check or change any of the kids the whole time I was there. There was a little girl who was still using a pacifier, and none of the children had access to sippy cups with milk or water in them.

The classroom was relatively large, but it was one of three classrooms in that area of the building. The other two classrooms housed some of the younger children. Adjacent to the preschool classroom was the infant's classroom, and adjacent to that were the one-year-olds. Some of the infants were sleeping; one in a crib, the other in a swing. They had no separate area for the infants to sleep; they were forced to take their naps with the lights on and in the midst of the children playing in the two adjacent classrooms next to them. The preschool classroom had characters from "Rugrats®" painted on one wall, and there were lots of toys, albeit dirty ones, for the kids to play with. The teacher let the kids have free play time for a while inside while she largely ignored them. I never saw her interact with the kids outside of necessary communication with them. Eventually she decided it was time to go outside to the playground, so she lined up all the kids and we exited the building.

We walked around the side of the building to the playground, and she opened the gate attached to the chain-link fence to let the children in. This gate had no lock on it either, just a horseshoe shaped mechanism that secured the gate which was well within reach of the children. Although the playground had many pieces of equipment for the children to play with, there were no toys whatsoever outside. They had no balls, sandbox toys, or anything of that sort to play with—only the playground equipment. There was a lot of trash on the playground however, and I saw two of the little boys playing with a Styrofoam cup and straw that they picked up off the ground. I witnessed one of them chewing on the straw, as did the teacher, and she did not intervene.

The floor of the playground was a mixture of dirt, gravel, grass, and cement. Instead of a sandbox, there was a section in the middle of the playground that was

encompassed by another makeshift barrier. It was created with what looked like 2x4's and large bolts used to anchor equipment into the ground and cement. These bolts were easily an inch in diameter and 5-6 inches in height, and many of them were sticking out of the ground where a child could easily trip over them or fall onto them. The children made a game out of running around the perimeter of this square and balancing on the tops of the wooden beams as well. They were also allowed to climb on the playground equipment with little to no supervision. The teacher mostly examined her phone or chatted with me instead of watching the kids. I watched a particularly small three year old boy climb on equipment that was meant for elementary school age kids. Additionally, two of the little girls in the class had removed their shoes and were playing on the playground without them. The teacher did eventually notice and tell them to put their shoes back on.

It was extremely hot outside, despite being the early afternoon. There was absolutely no shade on the playground whatsoever, as it was essentially just an extension of the parking lot outside the facility. The children had no water; the teacher did not bring any outside for them and there were no water fountains or anything of that sort. We stayed outside in the heat for almost half an hour, and by the time we went back inside the kids were all sweaty and extremely tired. Many of them came up to me and told me they were hot and wanted to go outside, but the teacher ignored their requests until she was ready to take them in. She chatted with me quite a bit while we were outside, and although she was very nice, she was not particularly attentive to the preschoolers. She did inform me that one of the little boys in her class had attended a head-start program of some kind before coming to this program. He was kicked out of the head-start program for bad behavior—kicking over desks and chairs and harming other children in his class. Apparently he had only attended the program for a week, and his behavior was so bad that they kicked him out for the rest of the year.

When we got back inside the building, the teacher prepared to give the children their snacks, which were cheese crackers. She handed out their snacks but still had not provided them with any water. Eventually, the kids began complaining that they were thirsty, so she asked one of the children to retrieve some cups for her from the kitchen. The little boy exited the classroom and went to the kitchen unsupervised to get the cups, and he was gone longer than necessary. He finally came back with a stack of Styrofoam cups, and the teacher wrote each child's name on their own individual cup. There was no refrigerator in the classroom, so she split the contents of one room-temperature plastic water bottle into each child's cup. The children gulped down their water in probably ten seconds flat. She was forced to get another water bottle, and again split its contents between each child.

After snack time, the kids were allowed to have free play time. Again, the teacher largely ignored the kids. Many of the children came up to me and wanted me to play with

them and talk to them. I got the sense that many of them were starved from attention and affection, as I was so swamped by the children hugging me that I could hardly get any work done.

Whenever the teacher did intervene if the children were fighting, it was clear that she was not the boss. Many of the kids would just flat tell her “no” if she told them to do something, and she had very little control over the classroom. The children basically did whatever they wanted, whenever they wanted with very few consequences if any. I saw many instances of children stealing toys from one another, and quite a few fights broke out. One little boy had a toy stolen from him and he retaliated by punching the offending child. I took special note of this because he was so aggressive in this act. Most children at this age might choose to “punch” rather than to “hit” (closed fist vs. open fist), but there was a certain purpose behind this child punching his offender. He swung left and right, with both arms until he had the offending child on the ground with his arms up in defense. It looked to me as if the attacking child had seen someone fight in this manner before, whether on television or in real life, I do not know. Either way, he was knowledgeable enough about the subject of fighting that he chose to punch the offending child rather than hit him, and he was successful in pinning him to the ground. The teacher intervened after a few moments, but seemed largely unconcerned about the degree of violence exhibited in this behavior.

Just as I was finishing up my observations and preparing to leave, a fire inspector walked in the front door (still unlocked) and said he was from “Matlock” and was there to conduct a fire inspection. He asked the preschool teacher where the fire panel was, and she had no clue where to find it. The other two teachers in the adjoining classrooms also had no idea where it was, so the fire inspector asked to speak with the director. One of the teachers in the adjoining classrooms explained that the director was not present, and she did not know where she was. The assistant director was also absent, and was not answering her phone. I took note of this, as it might explain why I had so much trouble getting my observation with them scheduled in the first place. The fire inspector was obviously annoyed and perplexed, but the teachers gave him permission to look around until he found the fire panel. He finally found it in the back of the kitchen, and he informed the teachers that he was going to test the fire alarm. They agreed to let him do so, and he proceeded with his inspection. The fire alarm went off, and it was loud so obviously it woke all of the babies in the classroom next to the preschool classroom I was in. He asked the teacher for the code so he could shut off the alarm now that he had finished testing it, but she did not know the code. In fact, unsurprisingly, no one knew the code. They figured the director probably knows the code, but no one could locate her, and the assistant director was still not answering her phone.

I gathered my things to leave as the fire inspector was still attempting to turn off the fire alarm without having the code he needed. I thanked the preschool teacher for

allowing me to visit, and said goodbye to the children. One little girl that had become particularly attached to me during the duration of my visit actually cried when I left. I exited the building and stepped over a syringe lying on the sidewalk on the way to my car. I drove out of the parking lot with the sound of the fire alarm still going off in the background.

Daycare Center 16:

I arrived at Daycare Center 16 at 9:30am on September 15th, 2015. The door was unlocked, and there was no keypad or buzzer, so I opened it and walked into the front office area. The woman at the front desk greeted me and pointed me towards the preschool classroom. I let myself through the small gate that sectioned off the front office from the adjacent classrooms and into the gate to the preschool classroom. The preschool teacher greeted me and introduced me to the children. I took a seat at the child-sized table in the corner, and began my observations.

There was one teacher, and 6 children in the class. It was circle time, and I immediately noticed that there was one little boy sitting off to the side, away from all of the other children. The teacher asked him to join the rest of the class, but he refused to participate in circle time activities. I also noticed that the ratios and licensing information was all posted on a bulletin board on one wall of the classroom. Additionally, the children all appeared to be well dressed and clean. The windows and blinds were in poor shape, but the rest of the classroom was fairly well organized and clean.

When circle time concluded, the teacher lined up all of the children to go outside. She did a head count to make sure everyone was present, then we exited the classroom and headed towards the door that led to the playground. On our way there, I got the chance to observe some of the other rooms in the facility. From what I could see from the outside of each classroom looking in, they all appeared to be clean and fairly well organized. As we approached the door to the playground, we made a pit stop at the restrooms. There was a separate bathroom for boy and girls, and the teacher asked each child to take turns using the restrooms. As I stood next to the line of children, I observed a sign on the wall to my left that asked the daycare teachers to make sure each child washed their hands and face after playing outside because there had been complaints from the parents that children were coming home dirty. Once the children were done using the restrooms, we exited the building through the door that led to the playground in the rear of the facility.

On the playground, there was a plastic chair on one side next to a set of swings that was adult-sized, so I took a seat there so that I could easily observe the kids. The

floor of the playground was made of gravel/rocks, and there were two large swing sets that covered the entire left-hand section of the playground. There was trash littering the ground, and there was a very old slide in one corner of the playground, and a metal truck toy on springs in the other corner.

A few minutes after we got outside, another class with younger children came outside to play on the playground as well. Shortly after arriving, the teacher for this classroom saw me sitting in the chair and she approached me and began chatting with me. As she was talking, I noticed that a little boy from her class was sitting on the ground eating rocks, and the teacher did not seem to notice (or was unconcerned nonetheless).

The teacher from the younger classroom talked my ear off the entire time we were outside. I observed that she appeared to be the only Caucasian teacher, while the rest of the employees were African American. She explained to me that she is originally from a rough neighborhood in Atlanta, GA and that she feels as though all of the people she has met in this area of Tulsa think they are “so bad”, and “so hood”. She said that it makes her laugh when people from Tulsa act like they are “gangsta” because in comparison to the people from her home, they are not intimidating at all. She must have felt strongly about these opinions, because she claimed that everyone here in Tulsa is “all talk”, and any time someone tries to “step to her” she threatens them. I got the impression that she was not particularly close to the other employees at this facility, and she did tell me that she had only been working there since May 2015. She explained that she has two children of her own, and that she lives with her boyfriend and his two children as well. She mentioned that she had been working in daycare for a very long time, and she told me that she thought my project would provide interesting results. She agreed that early childhood is a very important period for psychological development, and she notified me that I may find it interesting to note that the majority of the children at the daycare were foster kids.

I had trouble observing the children and maintaining the conversation with the teacher from the other class at the same time, but finally the class I was with lined up to go inside so I said my farewell to the other teacher. I followed the preschool class inside, and again we stopped at the restrooms. The children took turns, and when they were done we lined up again and walked through the facility and back to the preschool classroom.

The children were allowed to have free play time, so I took a seat at my place at the table again and observed their interactions. I observed one little boy repeatedly pretending to stab another little boy in the back with a plastic knife from the kitchen area. I also noticed that it was extremely cold in the classroom, to the point where I overheard children complaining to the teacher that they were too cold, despite the fact that they were all running around the room playing. I saw that there was a camera in one corner of

the room, and that some of the children were doing backflips and cartwheels on the tile floor and the teacher did not seem concerned at all.

Free play time lasted nearly 45 minutes, and the teacher interacted with the kids very little. She spoke to them occasionally, but overall hardly supervised them at all. She spent the majority of this time either conversing with the teacher in the adjoining classroom, or looking at her phone. When free-play time finally concluded, it appeared to be time for lunch, as the cook from the kitchen kept bringing in plates of food for the children, and setting them down at the table I was sitting at. Since the daycare director specifically asked me to be done with my observations at lunch time, I gathered up my things and prepared to leave. I thanked the preschool teacher for allowing me to spend time in her class, and when I left the classroom all of the children said goodbye and waved. I locked the door to the gate behind me, and thanked the woman at the lobby area again for allowing me to visit. I locked the gate to the lobby area behind me as I left as well, then exited the building.

Daycare Center 17:

I arrived at Daycare Center 17 at 9am on September 23rd, 2015. The door was locked with a keypad, so I had to wait for someone to let me in. A woman dressed in scrub-pants and a t-shirt opened the door for me, and I introduced myself. I noticed an overwhelming smell of bleach as soon as she opened the door to the facility. She led me to the daycare director who was sitting at a small desk adjacent to the preschool classroom. The director signed my paperwork and explained to me that the regular preschool teacher was not there, but that I was still welcome to sit and observe the kids. I thanked her and took a seat at one of the child-sized tables.

The kids immediately took notice of me, and it took the teacher a few minutes to get their attention. She finally managed to get the children to come sit down for circle time, which gave me a chance to do a head count. There were seven kids total, with six boys and one girl. I noticed that the kids were fairly well-dressed and clean, although there was one little boy who was clearly wearing clothes that were far too big for him. His pants were so loose around the waist that he could barely keep them on, and he did have to pull them up from around his ankles on several occasions. His shirt was very baggy, and even his shoes were a bit large because his heels slipped out of them every time he took a step. In addition, his face and clothes were dirty, and his hair was a nest of tangles.

During circle time, I noticed that the teacher really struggled to keep control of the class. The kids would not stay seated, and they did not listen to her when she asked

them to be quieter or to participate in circle time activities. As she was attempting to get them all to participate in the “days of the week” activity, I looked around the room to examine the general state of the facility. The building had very low ceilings, and instead of having walls or baby gates separating each classroom, there were bookshelves. Overall, the facility had minor cosmetic issues; it needed paint, new ceiling tiles, and new woodwork (baseboards, trim around doorframes, etc.), but it was very clean. The ratios and DHS licensing information was all posted on a bulletin board in the classroom, as was a list of children with food allergies. I noticed that it was very warm in the facility, and I had not yet heard the air conditioner kick on.

I turned my attention back to circle time and took note of the fact that it took about 30 minutes for the teacher to complete all of the circle time activities. Some of these activities included days of the week, weather, months of the year, and lots of physical exercises like stretching and push-ups. After circle time had concluded, the children were allowed to play at centers. The teacher dispersed a few children to each center and the kids were allowed to play for a period of about 10-15 minutes before having to rotate centers. Some of the centers included a sensory table with sand in it, a kitchen, a table with a Hot Wheels® race track on it, and a set of shelves with puzzles and other assorted toys. The teacher still had a lot of trouble controlling the classroom, and eventually she gave up the attempt and just let the children free play.

As the kids were playing, there were two little boys that took a particular interest in my presence. One of these little boys was the child I mentioned earlier whose clothes were too big for him. He kept petting my head and saying that “he loved my pretty hair”. I noticed that his shoes were untied and had been untied since I arrived at the facility, and no one had offered to tie them for him. He had a hard time getting around the room with the combination of his untied, too large shoes, and his pants falling down every time he took a step. The other little boy barely spoke to me at all, and when he did he spoke in Spanish. He kept bringing me plastic food from the kitchen area and setting it down on the table next to my notebook. He assembled a plastic hamburger for me and looked at me expectantly, so I pretended to take a bite. He smiled from ear to ear, and followed me around for the rest of the duration of my visit.

Just as center time was about to end, a man rang the doorbell outside and the director let him into the facility. I could not hear what they were saying, but the director turned him away and he left.

The preschool teacher lined the children up to go outside, but before heading in the direction of the playground she took all of the children to another classroom to retrieve some of the outside toys. This perimeter of this classroom was also created with bookshelves. The toys that the teacher retrieved consisted of a few dodgeballs and some

plastic motorcycles. After retrieving these toys from the other classroom, the teacher lined the children up a second time and we all went outside to the playground.

Once outside, I took a seat at a picnic table to the left of the playground equipment so I could easily see the kids as they played. The playground was divided into two sections by chain links fences. One section was for the younger kids, and the other playground that we were on was for the older kids. This was clear based on the type of playground equipment on each playground. The equipment was old but in fairly good condition. The playground was partially shaded and although it was small, it was clean and well maintained. I did notice that there was trash on the other side of the playground fence that littered the sidewalk next to the road. The trash consisted of Budweiser beer cans and cigarette butts.

As the children played, I noticed that the preschool teacher finally tied the little boy's shoes, after she had either not noticed, or ignored it for about 55 minutes. He still struggled to get around since his shoes and pants were too big, but at least he was not tripping over himself as much once his shoes were tied. The teacher brought water outside for the children and made sure they all took breaks to grab a drink while they were playing. One little boy came up to me while I was sitting at the picnic table and wanted to play catch. I noticed that he had a large red welt in the shape of a line in the center of his forehead. He actually pointed it out to me and said that it hurt, but I could not tell where the injury came from or whether it was new or old. We played catch for a long time, and each time he caught the ball he would bring it back to me so that I could throw it to him. His speech was slurred and he was very difficult to understand.

I also noticed that there were a few signs along the side of the playground that were positioned so that you could read them if you were driving along the street adjacent to the playground. One of the signs said "DHS", another said "\$99 per week". There was another, much larger banner-style sign that was crumpled up on the ground that I could not read.

After about 30-40 minutes on the playground, the teacher lined up the kids to go inside. Once we were back in the classroom, the kids had free play time. At about 10:40am, the regular preschool teacher for this classroom arrived at the daycare. As soon as she arrived, the substitute preschool teacher took two of the little boys to a different classroom.

It seemed as though the regular preschool teacher had had to leave earlier in the day for some kind of licensing/registration event of some sort. She was discussing the horrible quality of the picture she had to take for some form that she had to get completed. She handed the form to the director, and then introduced herself to me. She had the kids sit down at a table and begin tracing letters on a sheet of paper for their next activity. At this point, it was nearly 11am and time for me to leave. I watched the kids

work on their letters for a little while, and witnessed one child tattle on another for “scribbling” instead of tracing.

I packed my things and stood up to leave. I thanked the regular preschool teacher as well as the substitute for allowing me to observe the class, and I thanked the director on my way out. They were very kind and told me to come back any time if I ever needed to observe the kids again.

Daycare Center 18:

I arrived at Daycare Center 18 at 9am on September 29th, 2015. The facility is located within an apartment complex, so it was somewhat difficult to find. I parked in front of a sign with the name of the facility on it and walked up the sidewalk to the front door. There was no keypad or lock, but there was a screen door as well as a normal wooden door. I opened the screen door, then knocked on the wooden door. When I got no answer, I turned the knob and walked inside. Immediately when I walked inside, there was a small cubicle area that appeared to function as the office, but there was no one sitting there. I heard someone shouting “hello”, so I peered around the corner and was greeted by the director whom I had spoken with on the phone to schedule my visit. She introduced me to the children, and it was clear to me that she had told them yesterday that I would be visiting them and watching them play today. She pointed out one little girl in particular who wore her new hair-bow and tennis shoes because she knew I was coming to visit and she wanted to show me.

The teacher informed me that I could take a seat wherever I wanted, and that the kids were just rotating centers. I sat down at a table in the corner and began my observations. There was one teacher (the director) and 8 children. The children were all relatively well dress—some of them were wearing clothes that were either too big or too small, and a few of them had clothing with holes in them. They were all somewhat dirty and grimy as well. The teacher informed me that there was one 5 year old in the class, and two 3 year old’s, and the rest of the kids were 4. The facility was essentially one medium-sized room, with two restrooms and a water fountain inside, and a playground that wrapped around the outside of the building. There were several centers for the children to play at, and in the corner of the room adjacent to the one I was sitting in, there was an area that was sectioned off and contained infant toys and cribs, etc. The teacher explained that they used to have some infants in the same class but she is in the middle of transitioning the daycare to being solely for preschoolers. In fact, she mentioned being in a transition period several times, and made sure to point out to me that they have had low enrollment since summer and that things may be a little out of the norm for them. She also mentioned that several of the children are cousins or otherwise related, and that her

god-daughter was in the class as well. This child's grandmother was the other teacher for the preschool classroom who had not yet arrived for the day.

The facility in general was actually very clean, which was surprising to find after viewing it from the parking lot of the apartment complex outside. Although it was a bit cluttered, there were more than enough toys and activities for the children, and they even had two computers and a few tablets for them to play with. The teacher was very good at making sure that they took turns with the electronic items, and that their time was limited when it came to electronic activities. As I was sitting at the table, I heard a child behind me coughing incessantly. After a few minutes, the teacher picked up on it and mentioned to me that he was not sick, he just had allergies. She called the child's mother to bring him medicine for his cough, and the mother arrived a few minutes later. After taking the medicine his mother gave him, he seemed much better and I only heard him cough a few times.

The children rotated centers the entire time we were inside. The teacher would set a timer for 20 minutes, and the children would play until the timer went off, then they had to move to a new center and start the process over again. The teacher was very kind, and she chatted with me virtually the entire duration of my visit. She told me that she had been working in daycare since 1994, and that she really enjoys getting to be a part of the kids' lives. We talked about how important early childhood is for their development. She mentioned that because of the generally rough neighborhood most of these kids come from, she felt like it was her job to provide them with structure and stability that they don't get from home. She told me a story about how one of the little girls in the class had told her once that "mommy has a gun in her purse" and another that said "mommy carries a knife". She explained to me that it was not concerning to her that some of the parents carried weapons, but she was however very concerned that the children were aware that their parents carried weapons and that they knew where to find them. She explained that she grew up in Sand Springs, and did not come from the background that many of these children come from. She told me that she felt like it was her duty to take care of the children, and give them the nurturing that some of them would likely never receive at home due to their family situation.

The teacher also explained to me that they have a monthly theme every month, and that September was "Pizza". She had several activities for the children involving pizza. Earlier this month, the kids made a craft that looked like a pizza out of paper plates and construction paper, then they sprinkled oregano onto their "pizzas" and hung them on the wall. There was also a laminated piece of construction paper made to look like a sliced pizza, and each slice had a different color word on it—"blue", "purple", "orange", etc. There were individual "slices" of pizza as well that corresponded to the colors written on the sliced pizza, and the kids could match the two together. If they did it correctly, they

got to wear a piece of the fox costume, because it meant they were “as smart as a fox”. The fox costume consisted of ears, a tail, a nose, and a mask.

As the children were continuing to play at centers, the other preschool teacher arrived. She was an elderly woman, and her husband was pushing her around in her wheelchair. The director explained to me that the other teacher’s husband always played a game of hide-and-seek with the kids when he would drop off his wife. He went around the room “scaring” all of the children out of their hiding places and it was clearly the highlight of those kids’ day. The elderly teacher barely spoke at all the entire time I was there, and I only saw her interacting with the children a few times.

The kids each had their own water bottles, and they filled them up at the water fountain as we prepared to go outside for a little while. The teacher had the children line up at the door, and she did a head count to make sure everyone was there. She opened the door and the children pushed and shoved their way out, tripping over each other as they went. The playground was a mixture of gravel, sidewalk, and grass. There were two swing sets, one playhouse, and a bouncy teeter-totter-like toy. There was also an awning-like structure on one side of the playground, as well as a large tree, both of which provided shade from the sun. The teacher brought a whole bag full of toys for the kids to play with outside—there were bouncy balls, batons, pogo sticks, etc. On the far side of the playground, there was a small basketball goal-like structure, which the teacher pointed out to me and explained that it had no net because someone kept stealing it.

The children took turns using the swing set, and the teacher seemed to enjoy getting to interact with them outside. When it came time for me to leave, I thanked the director for allowing me to visit and we chatted a bit more. She told me she had enjoyed spending time with me, and that she hoped the rest of my project went well. She told the children I was leaving and they all said goodbye, and as I waved, one little girl came up and gave me a hug. The teacher let me out of the playground through the gate on the opposite side of the building from the door to the classroom. The gate was standing wide open, and had been open the entire time we had been outside. I said thanks again as I left and she closed and locked the gate behind me.

Daycare Center 19:

I arrived at Daycare Center 19 at 9am on October 13, 2015. The facility was located within a shopping center, so I walked up the sidewalk and entered the building. There was a woman at the front desk who greeted me and said she would fetch the director. She came back to the desk a few seconds later with the director, and the director let me through the locked chest-high door to the area where the kids were playing.

The first thing I noticed about this facility was that there were no real classrooms. It was a very large, open space with few areas divided off. I spent a lot of time chatting with the director during my visit, and she informed me within the first few minutes that the facility is a hourly drop-in daycare. She signed the consent form and told me I could take a seat wherever I found it comfortable. I sat in a child-sized chair at a table, and I barely had time to set my notebook down before a little boy crawled into my lap. He was showing me the two Hot Wheels® he had in his hands, and he refused to get off of my lap, even when I gingerly tried to set him back on the ground.

There were 4 teachers in the area, with 8 students. There was a large playhouse in the room that had been built out of real housing materials, as well as a giant rubber dinosaur that was tethered to the ground. There was an abundance of toys, puzzles, games, and crafts for the kids to entertain themselves with.

As I was making my observations, the director and I chatted at length about the daycare system and early childhood development. She informed me that she had taken her own children to this facility as they were growing up, and she loved it so much that she became the director once her children were grown, and has been the director for 12 years. She also informed me that she and her best friend own the business, and that they had designed the layout of the other location for the facility as well. She asked me if I had visited many other Tulsa daycares and I told her that I had. She informed me that she also visited several daycares in Tulsa before designing the other location for this facility. We chatted about the convenience and flexibility of an hourly drop-in daycare, and she told me that they accept children from 4 months to 12 years.

After a while, she and one of the other teachers rounded up the kids to go to the gym. We walked in a line across the room, and through one of the divided areas. The teacher opened a large door, and inside was the gym. It was very large, and totally indoors. The kids had toy cars to ride on, a kiddie pool with balls from a ball pit in it, a piece of plastic equipment on a springy rubber mat, bouncy balls, and hula-hoops. As we sat and watched the kids play, I noticed that the same little boy who had crawled into my lap earlier appeared to be somewhat high functioning. He did not play with the other children at all, he barely spoke, and when he did his speech was slurred and difficult to understand. Just as I was thinking this, the director pointed out the very same thing. She said that his mother had never said anything about the possibility that he may be autistic to some degree, but having been a daycare director for over a decade, she was very confident that this was the case.

It was nearing time for me to leave, but as I stood to go the director offered to give me a tour of the whole facility. She walked me though each area of the building, and through the three “classrooms” that were separated from the large areas by a chest-high wall. Each of these sectioned-off areas had plenty of centers for children to play with, and

there was even an art center that the children were always allowed access to, rather than having a scheduled craft for each day. The children could paint with the easel and paintbrushes, or build something, or draw/color, etc. whenever they wanted to. She also brought me to the infant's room, and I thought it too was a very large, open space.

She walked me back to the reception desk and we chatted some more about early childhood, child psychology, and daycares in general. She asked me if I planned to visit their other location, and I explained that I had called but had not yet heard back from the director there. She asked if I had a minute and when I said yes, she actually picked up the phone and called the other location for me. I overheard her telling the director at the other location: "I have Kelsey here and she is really good, and I want her to see our other location because I think she would really enjoy it. I want her to come visit tomorrow for a couple of hours, she knows what she is doing and she knows a lot about early childhood. She may even have some excellent advice for you". She set up my observation over the phone for the very next day. I thanked her profusely for helping me out, and she told me that she hoped that I liked their other location as much as I had liked this one. I thanked her again, and left the building.

Daycare Center 20:

I arrived at Daycare Center 20 at 9am on October 28th, 2015. The facility was clearly a house once that had since been converted into a daycare. There was no parking lot attached to the building, so I had to park in the elementary school lot across the street. I had to reschedule my visit at this facility many times because I had trouble reaching the director and the preschool teacher, among other issues involving the number of children in attendance each day.

I walked across the street and towards the front door of the facility. There was a buzzer next to the door, but the door was unlocked and slightly ajar. I turned the knob and entered the building, and found myself directly next to what appeared to be the director's office. There was no one in the office, and I did not see anyone in the surrounding classrooms either. Since I had been to this facility before, I knew where the preschool classroom was and began heading in that direction when I was stopped by another teacher. I introduced myself and explained why I was there, and she escorted me the rest of the way to the preschool classroom.

I entered the classroom and was greeted by the preschool teacher whom I had met several times before when attempting to schedule my visit. She told me I could take a seat in the corner while she conducted circle time with the kids. I took a seat and began my observations.

There was one preschool teacher, and 8 children. I noticed that there was a camera in one corner of the room, and there was a turtle named Franklin inside a fish tank on another side of the room. The children were sitting in a circle on a rug in the middle of the floor for circle time, and they participated in activities such as singing and dancing, days of the week, weather, etc. I noticed that there were two children in particular that seemed like they may be autistic in some way. They did not interact with the other children or with each other while I was there, nor did they listen to anything the preschool teacher said.

After circle time had ended, the teacher allowed the children to have free-play time while she prepared their craft for the day. The craft was simply a brown paper bag that the children could decorate with stickers, or color, or draw on so that they could later use it as a trick-or-treating bag. While she was preparing the materials for this craft, a man that looked to be in his late twenties showed up at the door to the classroom. He was wearing a very large and baggy white t-shirt, with jeans that sagged, a belt, and a beanie cap on his head. The preschool teacher walked over to him, handed him some cash, then he left the building and drove off in a range rover. He came back a few minutes later with a medium sized pumpkin.

The teacher had the children work on their trick-or treat bags while she prepared the pumpkin for their next activity. She informed me that she planned to allow the children to clean out the insides of the pumpkin, then she would separate the seeds from the insides of the pumpkin and roast them for the children to have as a snack later in the day. Another teacher walked into the room and offered to give the preschool teacher a break by standing in for her for a few minutes. The preschool teacher went to take her break, but she took the pumpkin with her so that she could clean it before allowing the children to play with it. She was only gone for a few minutes, then she came back with a clean pumpkin, a large spoon, and a bowl.

The children had finished their trick-or treat bags by this time, so she placed the pumpkin on the table in front of them and told them they could start cleaning out the inside. Funnily enough, the children were all terrified to put their hands inside the pumpkin once they saw what it looked like. The preschool teacher pulled a handful of pumpkin guts out of the pumpkin and the children all squealed and refused to play with it. There was one brave little boy that decided he did not want to miss out on a chance to get messy at school, so he dove right in and helped her clean out the pumpkin. Once they had the insides all cleaned out, they pulled out all of the pumpkin seeds and put them in the bowl. The teacher then allowed the children to go back to having free play time, or they were allowed to sit quietly and read a book in the quiet corner.

The two little boys that seemed like they might be autistic were the only children that opted to read a book in the quiet corner instead of having free play time. I also

noticed that two little girls in the class appeared to be sisters, and they had a hard time playing well with others. They were both very aggressive, and responded with physical violence if they had a toy stolen from them, etc.

When it came time for me to leave, I gathered my things and went to thank the preschool teacher for allowing me to visit her classroom. She told me that she, too, was finishing up her degree and she wished me the best of luck in completing my project. I thanked her again and left the facility through the front entrance, which was still open and unlocked.

Moderate Crime Rate Summary

Caregivers in this area seemed more aware of the need for consistent and effective discipline. Most of the facilities in this area were in need of some minor cosmetic changes, and seemed to have less money than those in the low crime rate areas. However, although these facilities seemed to cater to more low-income families than those in the low crime rate areas, I found the caregivers in this area to be much more involved with the kids. These caregivers were those that would get down on the floor and play with the kids. They were engaged in their jobs, and many of them had clearly chosen the profession because they truly loved to work with children.

Although these caregivers were concerned with disciplining the children, they seemed to focus more heavily on social interactions between the children. It seemed that caregivers in this area were more concerned with preparing preschoolers for socialization in kindergarten as well as preparing them educationally for various concepts such as mathematics, sign language, etc.

Daycare Center #13 is an ideal example of the disciplinary techniques I observed within the Moderate crime rate area. This facility had some minor cosmetic damage, but was overall in good shape. The preschool teacher made it a point to inform me that the kids were normally very well behaved, and that any bad behavior I may see would be a direct result of the chaos caused by renovations at the facility, as well as the teacher's recent return from vacation. The teachers in the preschool classroom were very engaged with the children, and seemed to be very invested in supporting the social and educational growth and development of each child.

However, in terms of discipline alone, there seemed to be less concern for ensuring discipline was consistent and effective as there was for ensuring that each child completed an art project, participated in circle time activities, etc. Caregivers were slow to intervene when witnessing children physically abuse each other, but quick to intervene when witnessing verbal abuse.

It was at this facility that following the conclusion of a fight over a toy, one child pushed a large piece of toy furniture on top of another child, resulting in bruising between the victim's shoulder blades. I witnessed this exchange in its entirety, and saw it as a deliberate act of calculated violence. The offending child made sure that the teacher was not watching, then intentionally laid down on the floor in order to use the strength of her legs to tip over the wooden toy kitchen furniture. Other than a brief time-out, no

disciplinary action was taken against the offending child, and the teacher seemed largely unconcerned about the incident.

High Crime Rate Area

Daycare Center 21:

First of all, I would like to take note of the process which I had to go through in order to schedule a visitation with this facility. It took weeks to get in contact with the director. Every time I called, an employee would inform me that the director was not present at the moment and would request that I call back another time. Each time I would call back, the director would again either not be there, or she would be too busy to speak with me. Despite my difficulty in reaching her, she expressed interest in participating in the project so I did not give up. Finally, an employee that I spoke to over the phone requested that I just drop by the facility to speak with the director.

I drove to the facility and walked in expecting to find the director present and willing to speak with me in person. Instead, the director was present but refused to leave the room she was in to talk to me, and asked an employee to tell me to come back a few hours later. I resolved to come back later in the afternoon.

I came back a few hours later, and was able to speak with the director. She paid very little attention to what I was saying, and she agreed to participate before I even finished explaining the project. She signed the consent form and we set a date for visitation the following week.

I arrived at Daycare Center 21 on Monday, August 3rd at 10am. The first thing I took note of was the fact that the front door had no security whatsoever. Unlike other facilities I have visited, there was no doorbell/buzzer, and no lock so I was able to just walk in. Once I entered the building, I was immediately face-to-face with a small door that was about waist-high and had a small lock on it. On the other side of the door was a toddler classroom. There was a very small and cluttered desk area to my left, and a bulletin board with licensing papers and ratio requirements posted on it to my right. I stood in the small doorway for several minutes before anyone acknowledged me, but soon the director came walking out of one of the classrooms and she greeted me and let me through the locked doorway. She led me to the classroom I would be observing in and

introduced me to the teacher there. The director told me to let her know if I needed anything and that she would be “in the back” if I needed to find her. I took a seat at a child-sized table with chairs in the corner of the classroom and began making my observations.

There were two teachers in the classroom and 10 students. There were 7 boys and 3 girls, and according to the ratios posted on a bulletin board behind my chair, the classroom was out of ratio by one child at the time of my visit. There appeared to be a couple of children who were much older than 3-4 years old, but for the most part the class was comprised of preschoolers. The children were all relatively well-dressed; a few kids seemed to be wearing some hand-me-down outfits that were a little too large on them and the colors appeared to have faded. I arrived just as they were about to have “circle time”, and I took note of the fact that they began the day with a religious song about reading your bible every day. I also noted that the teacher did not speak English very well, and she incorporated both the English and the Spanish language when teaching the kids about letters and numbers.

As circle time progressed, they began to discuss their plans for the rest of the week. Apparently, the class was taking a field trip to the zoo on Thursday, and they had been to the splash-pad on riverside sometime last week. I recalled that when speaking to various employees over the phone about scheduling a meeting time with the director, they informed me that one of the reasons that the director was absent so much was because they take the kids on a lot of field trips. Their facility is very small, and they only have about 29 children enrolled in their program at any given time—so it is relatively easy for them to schedule lots of field trips for the kids.

I examined the classroom to make general notes about the facility. There was a lot of artwork on the walls from previous craft projects that the children had completed, and the ratios and licensing documents were properly posted in the classroom as well. It was a bit cluttered, and the room was extremely small for ten children and two teachers. The ceiling tiles needed to be replaced as I could see cracks in them as well as water stains from leaks in the roof. In addition, there was one ceiling light that was missing the plastic cover altogether. It was very warm in the classroom—I could hear the air conditioner blowing but it was not very effective in cooling down the facility. The room smelled strongly of bleach, and I noted several bottles of a bleach and water cleaning solution on the supply shelf to my right. I also noticed that they had quite an issue with gnats, and they failed to place covers on their electrical outlets.

Once circle time had ended, the kids were allowed to have “free play” time. The children were allowed free reign, and I witnessed several of them unlock the door to the classroom and leave without any intervention by the teachers. Neither of the teachers seemed to have much if any control over the students in the classroom. The lead teacher

attempted to provide some structure to free play time with some dry-erase board writing exercises, but the kids were not interested in working on anything educational. They simply ignored the teacher and decided to play with Legos®, and she allowed them to do so and proceeded to clean up the materials for the dry-erase boards.

Although the assistant teacher is good with the kids, it is clear she is not the authority in the classroom. In fact, it became increasingly clear throughout my time there that the kids ran the classroom. As free play time progressed, I noted that several of the children not only had access to permanent markers, but they were using them to draw “tattoos” on themselves. There were also two little girls who somehow obtained nail polish and lip gloss, and I watched as they ate the lip gloss and taste-tested the nail polish as well. Additionally, the same group of boys that I saw drawing on themselves with permanent markers were also discussing and playing the game of “Bloody Mary”.

I also took note of one child in particular that seemed extremely lethargic. I did not hear him speak a single word the entire time I was there, and every instance of independence that I noted involved him. At one point, the classroom was out of ratio and this child was sent to another class to play in order to balance the numbers. He came back a few minutes later in tears and the teacher from the adjacent classroom complained that he had done nothing but cry the entire time he was in her class.

Free play time lasted the entire duration of my visit, which was two hours. The children were permitted to climb all over everything; shelves, toys, equipment, tables, chairs, etc. The teachers paid little to no attention to the kids, and were more concerned with gossiping with each other. In fact, at one point, another teacher from the adjacent classroom came bursting into the room I was in to complain to her coworkers about another coworker “talking shit” about her. The use of profanity in front of the preschoolers was bad enough, but this teacher stayed to voice her complaints with her coworkers for several minutes at a rather loud volume, and in my presence as well. She complained that a fellow coworker had been telling the director that she was unable to do her job because she was pregnant. This girl was incensed by her coworkers comment because she claims she has been pregnant since her employment at this facility began and she should not be discriminated against because she could not lift the children onto the changing table due to her condition. Meanwhile, the kids are wreaking havoc in the classroom I am in as well as the one this other employee left in order to make her complaints to the other teachers.

Two hours had passed, so I got up and retrieved all of my materials and began to exit the facility. I thanked the teachers from the classroom I was in and had to walk through another classroom to get to the front door. I stopped in this classroom to inquire about the whereabouts of the director so I could thank her as well, but the teacher told me she did not know where she was. I asked the teacher if she could express my thanks for

me and she agreed. I chatted with her a bit on my way out the door; this is the same employee that burst into the classroom and explained that she was pregnant and having an argument with another employee. She complimented me on my outfit and I returned the favor and said I liked her skirt. She proceeded to tell me that she had purchased the skirt from a garage sale “in one of those rich neighborhoods”. She said “I love going to garage sales at those huge houses because their trash is our treasure”. I agreed that it was nice to be able to procure cute clothes for cheap, and thanked her again on my way out the door.

Daycare Center 22:

I arrived at Daycare Center 22 at 9am on September 3rd, 2015. The first thing I noticed was that this facility was enormous. I walked in the front door and was immediately greeted by someone at the front desk. She called the preschool teacher that I was scheduled to meet with, and once she had confirmed that they were ready for me, she led me to the classroom. I entered the classroom and was greeted by the teacher, who introduced me to her assistant as well as the preschoolers. I took a seat at a child-sized table and began my observations.

There were two teachers and 8 children in the classroom. The kids were all well dressed and clean, and the teachers were dressed appropriately and professionally. The DHS licensing criteria and ratio paperwork was all posted outside the door to the classroom as well.

I took immediate notice of the fact that the teachers were very engaged with the children. They sat down on the floor and played with the kids, they listened to the kids, and they never once ignored a child so that they could check their phones or gossip with each other. The classroom was quite large, and it was well decorated with various arts and crafts. There were a variety of “learning centers” as well as a small bathroom and kitchenette. Each child had their own toothbrush, individual cubbies, and sleeping mats. Aside from the smell of the pool in another part of the facility, it was extremely clean. The classroom was clearly well-cared for, and the children were obviously accustomed to putting away their own toys.

As circle time began, I noticed that the teachers really seemed to enjoy interacting with this children. They sang songs and danced with them, and the kids were loving it. It was clear to me that this must be a regular circle time activity, as the kids knew all the words and dance moves to each song. The teachers also went over letters and numbers with the children, and at the end of circle time they called on each child individually to go to different centers for center play time. During center play time, the teachers remained

engaged with the children. They spent time at each station with every child. Anytime a child began to throw a fit, or two children got into a tiff over a toy, the teachers calmly intervened and managed the situation with little to no resistance from the children. After center play time, the teachers lined the children up to go outside. I followed them out of the building and onto the playground.

The fenced playground was enormous. We only stayed on one half of it while we were out there, but it was easily the size of a football field. Additionally, there was a separate playground adjacent to the one we were on for the smaller children, that was about the size of half a football field. Both playgrounds were very well shaded, and both contained age-appropriate playground equipment that was well maintained. I did notice however that due to the massive size of this playground, the teachers had some trouble keeping eyes on all of the children. There were a few instances where I saw children getting into fights over toys and such where the teachers simply didn't see them because they were too far away.

We stayed on the playground for about 20 minutes, and then the teachers decided it was too hot outside to stay out any longer. They lined up all the children again and did a headcount to make sure everyone was present, then we went inside. The kids were told it was free play time, so I sat down at the child-sized table again to observe. I noticed that one little girl had essentially been scratching her back the entire time I had been at the daycare. I suspect that the large tag on her romper was bothering her, but it could have been a rash or something else. Neither of the teachers seemed to notice her behavior. Additionally, during free play time, the teachers still made a point to sit down and be engaged with the children while they were playing. However, there were a couple of boys playing on the large playhouse in the corner of the room that were using chairs as stepping stools to the stairs of the playhouse. This was obviously dangerous because they might have fallen, but neither teacher noticed. Granted, they did not notice because they were playing with some of the other kids rather than simply ignoring the children, but they would have been in hot water had one of the kids fallen and busted a lip, etc.

I concluded my observations and thanked both of the teachers for allowing me to come in and observe their classroom. They were very kind and they wished me luck in my endeavors and encouraged me to come back and visit them anytime.

Daycare Center 23:

I arrived at Daycare Center 23 at 3:30pm on September 14th, 2015. There was some confusion about the time I was supposed to be there to visit. When the director and I scheduled my visit over the phone, we originally planned it for one morning between 9-

11am. However, when I arrived on the pre-determined day at this time, there was only one preschooler at daycare that day, while the rest of the preschoolers were at a head-start program. The director and I agreed that a class with one child would not be enough for me to observe, so we chose a different day and time for my visit.

This time, we scheduled it between 3-5pm, because the preschoolers come back to the daycare after their head-start program around 3pm every day. I informed the director that I would give her a call about 30min before my visit to make sure there would be enough children present for me to observe. This way, I would not need to drive to their facility (which was located about 35 minutes across town from where I live) only to discover that there were no kids for me to observe. She agreed that this was acceptable, so I called 30 minutes prior to my scheduled visit.

The man I spoke with on the phone said that the director was not present, and asked me to call back. When I called back at 3pm as requested, the director told me to come on down for my scheduled visit, and she apologized for the confusion between myself and her employee that I spoke with on the phone. Apparently, she had intended to inform her employee about my visit, and about the fact that I would call before I headed that way. She did not pass this information on to her employee, and when I arrived at the facility at 3:30pm, he still did not know who I was, or why I was there. When I spoke to the director on the phone right before I left, she informed me that she would leave her employee a note explaining what I would be doing, but it appeared that she had not done this before leaving the facility for the day. The employee allowed me into the classroom nonetheless, so I took a seat at a child-sized table in the corner and began my observations.

The class had one male teacher, and 12 students. The group of students was clearly a mixed-age group, which was problematic because I specifically asked to observe 3 & 4 year old children, but had no way of really knowing which ones or how many in the class met that criteria. I noticed that the kids were all wearing what looked like a school uniform. There were water stains on the ceiling tiles, and a few of the fluorescent lights were burnt out, and the carpet was old, but clean. The paint on the walls was clearly in need of repair; more of it was chipped than not. There were no gates around the room aside from the door that separated the classroom from the lobby area. I noticed that there appeared to be just one restroom which the children and the employees shared. The ratios and licensing information was posted on a bulletin board to the left of the door, and I observed a camera in one corner of the room.

Although many of the children seemed to be older and less interested in imaginative play, I noticed that the teacher interacted with them very little, and in fact was hardly watching them at all. He was busy cleaning and straightening up things around the room, and at one point he even began to vacuum. I was somewhat

uncomfortable in my position in the corner of the room because I was not within full view of the camera, and the teacher walked out of the room and left me alone with the children on several occasions in the hour and a half I was there. I scooted my chair into plain view of the camera as a precaution, but the teacher did not seem to notice and remained unperturbed about leaving me alone with the children.

The children were having free play time for the entire duration of my visit. There were various centers around the room that they had access to, including puzzles, a kitchen area, Legos®, coloring sheets with markers, etc. Some of the older kids were doing cartwheels with the younger kids in the area of the classroom with tile flooring instead of carpet.

The kids were restless, and were becoming less and less entertained by the toys and activities in the classroom by the minute while the teacher was still busy cleaning the room. He decided to put a movie on for them to watch, and he chose “The Princess and the Frog”. The children all sat on the floor quietly and watched the movie. I stayed and observed them for another 20 minutes, but for the purposes of my project it is better for me to be able to watch them during free play time either on the playground or in the classroom. I was not obtaining any valuable data from watching the kids watch a movie, so I thanked the teacher for allowing me to visit his class, gathered my things, and left.

Daycare Center 24:

I arrived at Daycare Center 24 at 9am on September 16th, 2015. The front door had a lock and keypad on it, but was slightly ajar so I just walked right into the front office. The woman at the front desk was the director, and I introduced myself. She signed my paperwork, then said she had some paperwork for me to fill out as well before I could enter the classroom. I agreed to fill out her paperwork and we sat down at a small table in the corner of the front office. She actually wanted to enter me into the employee clock-in/out system, complete with my own code for the computer in the front office for me to sign in and out with. She took my address, phone number, name, email address, and photo-copied my student ID. I clocked into the computer system using a four-digit numerical code that I created, and only then did she allow me past the front office and into the area with the classrooms.

The director led me through the facility to the preschool classroom in the back, and introduced me to the preschool teacher. I found a seat in the corner of the room at a child-sized table and began my observations. I noticed that there were cameras in every room in the facility (except restrooms), and that the preschool classroom was very clean. I also noticed that the ratios for the classroom were posted on the wall. The facility had

some minor cosmetic damage and could use a new coat of paint on some of the shelving in the classroom. There were also a few lights and ceiling tiles that need to be replaced, but overall the facility is in good shape.

The kids were participating in circle time when I arrived. I noticed that they were all clean and well dressed in clothing that fit. I immediately took note of the fact that the teacher was excellent with the children. She had complete control over the class; they listened to her and respected her authority, and they appeared to be enjoying the time they spent with her. She was leading them in their morning physical exercises where they stretched and did jumping-jacks, etc. Once they had finished their morning exercises, the teacher asked the children to take a seat at the tables. She went around handing out coloring sheets to each child, and each child said “thank you, miss [Jane Doe]” in return. The children were obviously accustomed to using good manners in this way, because when she came back around to pass out markers to each child they responded in the same fashion. A few of the children complained about not getting the color of marker they wanted to use, and the teacher explained that the girls in the class got to pick the color they would use last week, so this week it was the boys’ turn to pick a color and the girls would get whatever was handed to them.

As the children were coloring, I witnessed one little girl spit at the little boy across the table from her. The boy complained but the teacher did not see it happen, and did nothing to reprimand the girl. After the children were finished with their coloring sheets, the teacher lined them up to go to the restroom. The restrooms were located just on the other side of the gate to the preschool classroom, so I waited in my seat for them to finish the restroom break. I did not follow the class, but I could see from where I was sitting that they were using two full-size restrooms, one for boys and one for girls.

After the restroom break, the preschool teacher lined the children up again to go outside. Once we were on the playground, I noticed that it was very small but very clean. The equipment was well maintained, but the only shaded areas on the playground were where the surrounding buildings cast a shadow. Behind me, there was another camera on the side of the building, pointing towards the playground.

There were two other classes from the daycare on the playground with us. One was an infant’s class, where they had the infants playing on a blanket they had laid out in the grass. The other class looked like they were one and two year old’s, but I could not be sure. The children were allowed to have free play time outside, and I noticed that there was already one little girl in timeout. I am not sure why she was punished, but she was left to sit in timeout for approximately 15-20 minutes. While we were outside, I also noticed a little boy climbing up the slide attached to the playground equipment instead of sliding down it, and none of the teachers on the playground noticed or intervened. We stayed outside on the playground for a long time, probably about 30-40 minutes. It was

easily 90 degrees outside despite the fact that it was still morning, and there was little to no shade on the playground.

The teacher finally lined up the children to go inside, and they were very hot and thirsty, as there had not been any water brought outside for them. Once we made it inside, the teacher had the children sit down at the tables again to get ready for lunch. By this time, it was 11 am and lunchtime was my cue to finish up. I gathered my things, thanked the preschool teacher, and saw myself out of the classroom. The children all waved goodbye to me as I left, and I stopped at the front office to thank the director on my way out the door. We chatted a bit about how I have previously worked in a daycare, and she told me that she felt that her job was her calling and she truly enjoyed ministering to the kids. She also mentioned that about 70% of the kids enrolled in their daycare were foster children.

I used my code that I created earlier to sign out of the computer system at the front desk, and thanked the director again as I was leaving. She told me to come back anytime if I ever needed more information for my project, and I left.

Daycare Center 25:

I arrived at Daycare Center 25 at 9:30 am on October 7, 2015. I immediately became aware that this facility was located within and affiliated with a religious institution. The building was enormous, and I had some trouble locating the daycare despite receiving directions from the director over the phone. I walked up the concrete steps to the “big black doors” she instructed me to look for. These doors were indeed big and black, and they were ornately decorated with wrought iron designs. I opened the door and turned to my right, and found the entrance to the daycare. The doors were locked, and there was a sign on them requesting that visitors (including parents) ring the doorbell and wait to be greeted and granted access to the center. I rang the bell and waited for a few moments, but there was no answer. There were two women chatting in the lobby area behind me, and they asked if they could help me with anything. I explained to them that I was an OSU student, there to observe the preschool class for a research project, and that the director should be expecting me. They offered to call the daycare from a nearby office, and I thanked them and waited while they did so.

While I was waiting, a man that appeared to be a janitor or maintenance worker of some sort offered to unlock the door to the facility for me and let me inside. I thanked him, and followed him into the daycare. He accompanied me to the director’s office, but she was not there. He told me that he thought she might be in a meeting, so he led me to the program coordinator instead. I introduced myself to her, and she was aware that I was

visiting today and she led me to the preschool class I would be observing. I thanked the man for helping me, and the program coordinator led me to a classroom labeled “frogs”. We walked inside the room, and the teachers were conducting circle time so I quietly took a seat at one of the child-sized tables and began my observations.

I immediately took note of the fact that circle time was going very well. The teachers were both very engaged with the children, and they had complete control over the classroom. They were patient, and the children were extremely polite. The teacher covered numbers and letters in both English and Spanish, then she read the children a book about sheep. After she had finished reading the book, she moved on to an activity called “estimations”. She pulled a plastic jar off of the nearby shelf that contained several small rubber animals—bats, owls, and pumpkins. She handed the jar to each child in the class and asked each child individually how many animals were in the container. She wrote down the response of each child on a dry-erase board with a dry-erase marker. Once each child had held the jar and had their turn to estimate, the teacher dumped the animals out of the jar and onto her lap and instructed the children to count them out loud with her. They counted each rubber animal, and learned that there were 18 animals in the jar. The teacher took this opportunity to explain to the children that if they guessed the numbers 1 or 2, that next time they should remember that they need to look at the jar closely before answering, because they should be able to tell if there are more than two.

After completing the estimations activity, the children were asked to wash their hands in preparation for snack time. As all of the children stood up and walked toward the hand-washing station in the corner of the room, I had a chance to do a head-count. I noticed that there were two teachers, and 10 children in the “Frogs” class. I also noticed that all of the children were wearing a variety of silly hats, and the teacher informed me that it was “hat day”. It was at this moment that the director of the facility walked into the classroom and introduced herself to me. She apologized for not greeting me earlier, and said that she had been in a meeting that ran late. I told her it was perfectly alright, and that the preschool teacher had already signed my consent form, but that I would happily give her a copy of it as well. She refused the offer, and told me to let her know if I needed anything, then she left. I moved from my seat at one of the tables to a chair in the corner of the room where the teacher had been sitting during circle time, because the children needed the space for snack time. I was surprised to find that the children were almost completely uninterested in my presence there. None of them seemed even the slightest bit curious about me whatsoever.

Once each child had finished washing their hands, they were given a navy washcloth to use as a napkin. They were also told to retrieve their water bottles that they had each brought from home from their cubbies. The teacher led the children in a “prayer song”, then went around each table, offering them their snack of bagels and cream cheese. Each teacher manned one table of children, and they asked each individual child

first if they wanted a bagel, then if they would like cream cheese on the bagel. The teachers would not serve a child a bagel unless they responded with “yes please”, and they would not spread cream cheese on the bagel until the child responded with “yes please”. I could tell that there was a lot of focus on the use of manners and polite words in this class, as each child was expected to say please and thank you regularly. The children were almost totally silent while they ate their snacks, and the teacher put some music on in the background with a boom box sitting on the counter behind her.

When the children were finished eating their snacks, they were asked to throw away their trash, and to put their water bottles and “napkins” back in their cubbies. They had free play time after snack time, and they had several centers to choose from. There was a center with Legos®, an area with house toys and dress-up clothes, a shelf with a chalkboard attached to the backside, an area with toy cars and animals, and a puzzle center. I noticed that even during free play time, the children were very quiet and well-behaved. One of the teachers sat down on the floor with some children in the puzzle area and helped them with some of the more difficult puzzles. The other teacher sat at a table and called one child at a time over to her so that she could direct them in finger-painting a craft that they had been working on all week. The craft was a painting of a frog, and the children were using their painted fingerprints to create the petals of a flower on a lily pad in the painting.

After about 25 minutes, the teachers asked the children to clean up their toys and get ready to go to chapel time and the playground. The children were asked to get their sleeping mats out and set them up with their blankets and pillows. They were also asked to retrieve their water bottles, lunchboxes, and “napkins” from their cubbies and place them at a seat at the table, as well as use the restroom if they need to. This took several minutes, but once all of the children had cleaned up their toys, gotten their lunch and their nap mats, and been to the restroom, we lined up to head to the chapel. The teachers did a head count as we exited the room, and the children all had their hands clasped behind their back as they walked in a straight line. We walked down the hall to the elevator, and we stood in line and waited for it. By the time the elevator arrived, there was another class that had only one teacher and five children lined up and heading towards chapel time as well. We all entered the elevator and rode it down a few floors.

When we got to the bottom, we entered a room labeled “chapel”. It was a relatively small room, with four sets of cushioned pews on either side of the room. The children took a seat in the pews with their teachers, and I chose a seat at the very back of the room. There was a woman sitting in the front of the room that I recognized as the program coordinator who had directed me to the preschool classroom when I had arrived at the facility earlier. She was holding a pair of scissors and some red construction paper. She told the children the story from the Bible about Jesus feeding the masses with five loaves of bread and two fish. As she told the story, she began cutting the construction

paper with the scissors. When her story had concluded, she unfolded the construction paper to reveal 7 identical fish-shaped pieces of paper. She then led the group in prayer again, after which point we lined up to go outside.

I followed the children out of the chapel room and towards the staircase across the hall. We walked down three flights of stairs, and the teachers did a head count once more before walking outside. Once they were satisfied that everyone was present, we walked out of the building and onto the playground. There was a wrought iron fence around the playground, and the gate had a rather heavy deadbolt-like lock on it. I locked the gate behind me and followed the children into the center of the playground area. It was totally shaded on the playground, with two large canvas-like tents that were stretched across the entirety of the playground between four large metal poles. All of the equipment appeared to be in very good condition, and there were several pieces for the children to play on. There was a large plastic tube that they could crawl through in the center of the playground, a slide on the right side, a bouncy car and another slide on the left, among other, smaller pieces of equipment. The floor of the playground was rubber, and there was a small area with gravel but there was no grass and no concrete. The kids did not have access to water outside, but it was only about 78 degrees so they did not seem to mind.

After observing the children on the playground for about 15 minutes, it was 11:30 and my time to leave. I walked over to the preschool teacher and thanked her for allowing me to observe her class, and I asked her to thank the director for me as well since I could not get back inside the locked building. I exited the playground through the wrought iron fence gate, and walked through the parking lot to my car, then left. The children waved at me as I drove off, and I waved back at them.

Daycare Center 26:

I arrived at Daycare Center 26 at 9am on October 12, 2015. I parked in front of the building, but when I walked up to the front door I could see that there was an iron bar through the handles of the door on the inside. There was a sign that asked visitors to enter through the back entrance, so I got back into my car and drove around to the backside of the building. I parked in back, then walked up to the gate that was blocking the steps to the main door. I walked through the unlocked gate, and rang the buzzer at the top of the stairs. I heard the door click as it unlocked, and I walked inside. I walked down a narrow hallway and found a receptionist waiting for me at the front desk. I explained to her who I was and why I was there, and she walked out of her office to fetch the director. The director greeted me and led me towards the preschool class.

We walked back outside and through a kind of makeshift “bridge” through the parking lot. It consisted of several wooden posts lined up parallel to each other, with chicken wire stretched in between each post. There was just enough space in the middle of each line of posts for us to walk. She explained to me that they were doing some remodeling, and that the playground was attached to a separate building that functioned as the gym, rather than being adjacent to the facility. She also explained that the parking lot was a mess because they were replacing the roof and they have had construction workers working on it all week.

We reached a large fence at the end, and she opened the gate to let me into the playground. Once inside, the director introduced me to the preschool teacher I would be working with. She offered me a chair to sit in and I began observing the children on the playground. The playground itself was composed of 1/3rd parking lot, 1/3rd sidewalk, and 1/3rd wood chips. There were several plastic jungle gym pieces of equipment, and lots of toy cars for the children to play with. There were four teachers outside, and about 15 kids. I noticed that there were a few metal toys that were rusty, and that there was absolutely no grass or shaded areas for the children to play in. The playground was essentially just a section of the parking lot that they had fenced off. After a few minutes of being outside, the teachers had the children clean up their toys and then line up at the gate. As I stood nearby, waiting for the preschool class to finish lining up, a little boy threw a handful of gravel at me. He was scolded, then the preschool teacher opened the gate and led the children from the playground to the classroom.

Once we arrived in the classroom, I took a seat at a chair in the corner and was able to do a head-count of the children in the class. There were two teachers, and 7 children. The room was fairly large, and it was all tile. There were 4 small rugs, but besides that there was no carpet anywhere, and the tile floor was caked with dried mud in various places. Almost all of the paint was peeling off the walls in the room, and many of the ceiling tiles were water-stained and needed replacing. There were two wooden chairs with a small wooden table, and a picnic table with four wooden benches in the center of the room. The wooden furniture was painted with bright colors, but the paint here was chipping as well. I also noticed that there was a camera in one corner of the room, as well as a bathroom that connected to the classroom next door.

The children washed their hands, then sat down on a rug in the corner and waited for the teacher to begin circle time. I noticed that the little boy that had thrown a hand full of gravel at me on the playground was wearing shorts that were far too big for him. They were so big, in fact, that someone had knotted the back of his waistband with a hair-elastic to keep them from falling down.

As circle time progressed, I could tell that the teacher focused heavily on education. The children counted, went through the days of the week, recited the pledge of

allegiance, and talked about the weather. The teacher randomly assigned each child to a different “job” for the day such as: flag holder, calendar helper, food helper, etc.

There was one little girl who refused to participate in any of the circle time activities. She whined and fake-cried the entire time, begging for attention from me and from both of the teachers. She was complaining about not being able to play with her toy dinosaur, and despite the fact that the teacher told her multiple times that she could play with it after circle time, she continued to whine. The little boy whose pants were too big was also largely uninterested in circle time. He actually took quite an interest in playing with my hair and attempting to crawl into my lap instead.

Once circle time had ended, the children were allowed to have free play time until it was time for their snack. There were several centers with lots of toys, and I noticed that there were also a few wooden bookshelves with books and puzzles on them. One little boy brought me a book and asked me to read it to him. Once I had finished reading it, he brought me another one, then another one, and continued to request that I read to him for the rest of my visit. The little boy whose pants were too big also spent the rest of my visit talking to me, bringing me plastic food to eat, and playing with my hair. He did however begin to complain of a stomach ache, and the teachers checked his temperature to see if he had a fever. He did not, but they told him he could lie down in the “safe corner”. The “safe corner” was an area in one corner of the room with pillows, a rug, a bean bag chair, and several stuffed animals. There were small posters on the wall behind the “safe corner” with tips on how to relax, involving deep breathing exercises and muscle relaxing exercises.

When it came time for snack, the children sat down on the benches at the picnic table and were given a handful of Cheez-Its® and an individual carton of milk. The child that had been assigned the “food helper” job passed out the milk jugs to everyone. Once the kids were done eating, they were required to throw away their trash and wash their hands before they could go back and play.

After snack time it was free play time again, but the teacher also had the kids take turns doing an art project. There was an easel on one side of the room that they were allowed to use during free play time, and a couple of the girls painted pictures there while the teacher got all of the materials out for the art project. The project consisted of yellow construction paper shaped like a tooth, and white paint, and toothbrushes instead of paint brushes. The children were asked to “brush the tooth” with the paint and toothbrush.

At this point, two hours had passed so I collected my things and made my way over to the teacher to thank her. She wished me luck with the rest of the project, and I let myself out of the classroom and out of the facility.

Daycare Center 27:

I arrived at Daycare Center 27 at 1pm on October 14, 2015. This facility was the sister location of a daycare I had already visited, and it was located inside a mall. I had some difficulty finding it because I assumed it was in the same shopping center as the mall rather than inside it, but I saw a playground from the parking lot and was able to locate the proper door I needed to enter. Once inside, I walked into the reception area and was greeted by a woman working at a desk behind a glass window. I introduced myself and explained why I was there, and she told me to wait at the front while she fetched the director. She came back a few moments later with the director, who let me in the locked door to the area with the classrooms. I introduced myself and she led me to the preschool classroom.

When we arrived in the classroom, the children were still napping but she assured me they would be waking up soon. We chatted as we waited for the children to wake, and she introduced me to the preschool teachers. Similar to this facilities' sister location, the director and I chatted about early childhood development, the daycare system, and early intervention for deviant behaviors. She told me several stories about some of the children they have had in attendance at their facility, and the various issues they have had with communicating with parents about intervening with behavior and development problems early on. She also mentioned to me that when she hires new teachers, she has an observation period as part of the interview process. She asks applicants to come into a few of the classrooms for a couple of hours and play with the kids while she watches. She told me that if the applicant is interacting well with the children, she is likely to hire them. If the applicant is standing awkwardly to one side or appears uncomfortable when interacting with the children, she will give them one additional chance to try again, after which point, if they behave in the same manner she will not hire them. We chatted for about 30 minutes, then the children began to wake up from their naps.

As the children woke up and began putting away their sleeping mats and using the restroom, I was able to take notes over the general state of the facility. The room was very large and open, with individual cubbies for each child, and a bathroom area with privacy for the boys and girls. The floor was tile on one half of the room, carpet on the other, with several rugs spread out in different areas. There were two cameras in the corners of the room, and bountiful toys, games, and play-house equipment to entertain the children. I noticed that there were two teachers, and eleven children.

The children that were awake began playing with some plastic tongs that had been laying in a desk area that the teachers were using to make crafts. The director grabbed a box full of wooden blocks for the children to play with, and they attempted to pick up the blocks with the tongs. I took a seat in a small chair in the corner and watched as they played. I noticed that the director and the preschool teachers were all very engaged with

the children. They intervened with discipline when necessary, and they had complete control over the classroom. There was one little boy in particular that took an interest in my being there. He was extremely energetic, and it seemed that he preferred to play by himself rather than with the other children. The director was on the floor playing with the kids, and had to reprimand this particular child several times for running while inside.

After a few minutes, the teachers and the director brought the preschool class out into the middle room of the daycare where they had an indoor gym area. There was a large plastic jungle gym in the center of the room, several toy cars, and lots of bouncy balls for the kids to play with. It was a large open area, and I could see through the windows on one end of the room that there was also a decent sized outdoor playground with plastic jungle gym equipment as well.

It came time for me to leave, so I waved goodbye to the children and many of them hugged me before I left. The director walked me back to the front office and I thanked her for letting me visit. She told me to come back anytime if I ever needed to, and that she really enjoyed chatting with me. She wished me luck in the rest of my project, and I thanked her again and left.

Daycare Center 28:

I arrived at Daycare Center 28 at 9:30am on October 16, 2015. The facility shares a parking lot with the tire shop adjacent to it, so I initially had some difficulty locating it. I parked and walked up to the front door, which was unlocked. I entered the building and found no one in the lobby area or the office, but a few moments later a teacher came around the corner. She stood on the other side of the gate dividing the lobby area from the area with the classrooms. She greeted me and I explained who I was and why I was there. She told me to wait a moment while she went to find the director.

A few moments later she came back with the director, and I introduced myself. She asked if she could have a copy of my ID, and I consented for her to photocopy my student ID. She signed the consent form I had brought as well, then she led me towards the preschool classroom. As we were walking down the hall, she was telling me about how they were very busy preparing for their Halloween carnival. The facility was decorated from top to bottom with orange string lights, fake spider webs, skeletons, and other Halloween paraphernalia. She explained that they have the carnival every year, and that she and the teachers begin decorating for it on October 1st. The carnival is held on Halloween, and is only a couple of hours in the evening. She explained that the cost of entry to the carnival is one bag of candy, and that they just re-distribute all of the candy

to the guests. She told me that they usually have at least 200 children in attendance each year.

Once we reached the preschool classroom, she opened the door but there was no one inside. She realized that the preschoolers would be on the playground at this time of day so she walked me out to the playground area instead. Outside, she introduced me to the preschool teachers outside. I took a seat on a wooden bench near the door to the facility, and began my observations.

There were two teachers and 24 preschoolers outside. There were several other classes outside as well, and two other teachers accompanying them—making for an approximate total of 40 children on the playground. It was absolute chaos, and I witnessed so many behaviors that I had trouble keeping up when recording them. I noticed that for the most part the children were well-dressed, although some of them were wearing mismatched or too-large clothing. Many of them were very dirty, which may have been a result of being allowed to play in the dirt and gravel on the playground.

The playground equipment consisted of a mixture of metal and plastic pieces, as well as several small plastic “log cabins” for the children to play in. The floor of the playground was composed of both gravel and sidewalk, but no grass. One of the teachers spent a lot of time sweeping gravel off the sidewalks to keep the children from slipping and falling as they ran. I saw another teacher texting on two separate occasions, and one other loudly complained that she did not want to be at work today and that the director was lucky she had agreed to come in and substitute.

As I sat and observed the children, one little boy came up to me several times, showing me the toys he was playing with. He was extremely dirty, and I observed that he had excessively dry skin all over his legs, arms, and face. I noticed that several of the children appeared to be sick, as I heard many of them coughing with the tell-tale sound of chest congestion. I watched as one child spat on another, and the teachers did not intervene. I also watched as two little boys sitting directly in front of me threw rocks at each other. After a few minutes of this, one little boy stood up and began slapping the other little boy on the top of his head. Each time this occurred, the boy that was the victim would retaliate by pushing and shoving the other child. I watched this interaction back and forth for so long that I realized that nearly half of my observations for the behaviors of “hitting” and “pushing/shoving” had come from this one incident.

I did see the teachers place a few children in time-out for various reasons; not listening, stealing a toy from another child, being verbally abusive, etc. It is notable, however, that I never saw any disciplinary intervention for physically violent behaviors.

I observed that the children had been playing outside for about an hour at this point. The teachers had been allowing them to go inside periodically for water and

bathroom breaks, but only when they could accompany the children in a group in order to maintain their teacher to child ratio. I also noticed that one of the older children on the playground was the son of one of the teachers.

I spent the entirety of my visit outside with the children, and when it came time for me to leave, I thanked the preschool teachers for allowing me to visit and went back inside the building. I stopped at the office on my way out to thank the director, and we ended up chatting for a bit. We talked about the daycare setting, early childhood, and the importance of starting early on education. She offered to give me a quick tour of the facility since I had spent all of my time outside, and I accepted.

The first classroom we visited was fairly clean and well-kept with an abundance of toys and activities for the children. This class also had an all-white, female rabbit as a class pet. I noticed that there was no camera in the room, but that the ratios and licensing information was all posted on one wall. The teacher in this room was standing on a ladder hanging Halloween decorations for the carnival, and the children were playing at centers. The director informed me that the children were had a time limit at each center, and were made to rotate periodically.

We exited this classroom after a few minutes and moved on to the next one. This was the toddler's classroom, and they had an equal amount of toys and activities as the previous classroom. As I looked around, the Director explained to me that nearly all of the teachers at her facility are "master" teachers, and nearly all of them have been working there for 10, 20+ years. Many of the teachers were actually related to each other—there were two sisters that taught the preschoolers, and one of the toddler teachers was the director's cousin. We chatted about how they teach the children sign language and Spanish at a very early age, and how they make sure that the children are positively reinforced for good behavior. They gave the specific example of how they make a conscious effort to teach the children that they cannot simply hit another child and then say "sorry" and turn around and do it again. Instead, the get down on the child's level and explain that hitting hurts and it makes the other child and the teacher said when one child hits.

The next classroom we visited was the infant's class, and it too was slightly disheveled but for the most part well-kept. Again, we chatted about how the children were taught sign language and how it made things easier for the teachers, and, in the long-run for the children.

The final classroom we visited was the preschoolers' classroom. Again, it was a large room with plenty of toys and activities. There was a fish-tank in one corner, and a large playhouse adjacent to it. Each child had their own individual cubbies, and the director showed me the area where the teachers hold circle time. She explained to me that

the children know how to count to 100 in English and Spanish, and they know sign language as well.

We walked back towards the lobby and chatted some more on the way there. She told me that they had a two year waiting list, and that it was very difficult to get a child into the daycare if they were not simply starting from infancy, because their preschool class was so popular. Interestingly, she also told me that if I went on the DHS Web site, I would find no record of non-compliance issues. Shortly thereafter, the phone in her office began to ring so I thanked her again and shook her hand hastily, then left.

Daycare Center 29:

I arrived at Daycare Center 29 at 11:15am on October 22nd, 2015. I walked up to the main entrance of the building, and was immediately greeted inside by a receptionist. I explained who I was and why I was there, but just as she went to page the director, someone called. I waited as she handled the phone call, but after a few minutes the director herself came around the corner and offered to show me to the preschool classroom. She asked me to sign in at the front desk, then we walked towards the preschool class. Once we arrived, she introduced me to the lead preschool teacher and told me to let her know if I needed anything. The preschool teacher explained to me that half of the class was inside working on crafts, and the other half of the class was outside playing on the playground. She gave me the option to stay inside and observe the kids, or to observe those that were playing outside. I opted to go outside to observe the children, so she walked me out the playground and introduced me to the preschool teacher that was supervising the playground. I took a seat in a chair on the far left side of the playground and began my observations.

There were two teachers and 17 students in all. I noticed that the playground was composed mostly of concrete, with some grassy areas and it was relatively small. There were lots of toy cars, bikes, and scooters for the children to play with, as well as a small kitchenette area. I noticed that a portion of the playground was totally shaded beneath a canvas canopy stretched between two large metal poles on one side of the playground. There was a plastic jungle gym on the far right of the playground that had a large plastic slide attached, and I noticed that the children also had access to a water fountain.

There were also three fake plastic “tree stumps” in the center of the playground, and I watched as two little boys fought over who would get to sit on the tallest one. They were standing on these “tree stumps” and jumping off of them onto the concrete floor below. One of the little boys spit on the other, and they pushed and shoved each other until the teacher finally intervened. These two little boys were scolded several more times

for various reasons as well. When it was time to line up and go inside, the teacher had all of the children lined up except for these two little boys. They paid little if any attention to her when she commanded them to come line up for lunch, and finally she had to request help from the lead teacher in getting them to line up to go inside.

When we finally made it inside with all of the children, they took turns washing their hands, then sat down to eat lunch. The preschool teachers ate the same lunch with the children, and they offered it to me as well, but I politely declined. They were having fresh Cobb salad, milk, and fresh croissants. As I watched them eat, I noticed that the children served themselves lunch. They all sat at a table together, and they passed the pitcher of milk around, as well as the bread and salad. Each child distributed their own food to their plate, and when they had finished eating they cleaned up their own dishes as well.

There was one little girl in particular that refused to sit down and eat. She was sitting behind me and playing with a stuffed dog that she had apparently brought to school with her that day. The teacher asked her several times to join the rest of the class for lunch, and she attempted to take the child by the wrist in order to lead her to the table. The child threw a fit, kicking and screaming and refused to sit down and eat lunch, so the teacher just left her lying on the floor.

Once the children were through eating and they had cleaned up their plates, they were asked to wash their hands again and use the restroom, then to go grab their sleeping mats. Again, the children were self-sufficient in setting up their sleeping mats for nap time. Instead of the teachers retrieving the mats and laying them out on the floor for each child, the children did so themselves. Furthermore, they each laid on their mats once they had them set up, and they sat quietly until it was time to go to sleep.

One of the preschool teachers asked a little boy to turn the classroom lights off, and I took this as my cue to leave. I thanked the preschool teacher for allowing me to visit her classroom, and she asked me if I was sure I did not want to stay until the children woke up from their naps. I replied that I appreciated the offer, but that there would be nothing for me to observe as long as they were sleeping. I thanked her again, then made my way back to the lobby area. I saw that the director was in her office, so I knocked on the door and thanked her as well. She wished me luck in the rest of my project, and she showed me to the door, stopping to make sure I signed out of the log on my way out.

Daycare Center 30:

I arrived at Daycare Center 30 at 9am on October 26th, 2015. The parking lot for the facility was a gravel lot located in front of the building. I parked my vehicle and walked up to the front door. I walked right into the building and was immediately greeted by the director. I introduced myself and explained why I was there, and she led me to the preschool classroom. She introduced me to the preschool teacher and told me to let her know if I needed anything while I was there, then she went to go finish the laundry she had been carrying around.

There was just one preschool teacher and five children. It was a decent sized classroom, with tile floors and a few rugs for the children to play on. There was a large tree painted in one corner of the wall, and there was a fish tank in another corner that contained 5 fish. There were plenty of toys for the children to play with, and they each had their own individual cubbies as well. The teacher was conducting circle time when I arrived, and I noticed that she focused particularly on reading and comprehension. She read a couple of books to the children, went over the days of the week, the seasons, and the weather. After circle time concluded, the children were allowed to have free play time. She informed me that she would usually make them rotate centers after they had played at one for 20 minutes, but since there were only 5 kids in her class today she was going to allow them unlimited time at each center.

While the children were playing, the teacher retrieved a large pumpkin from the kitchen area that was adjacent to her classroom. She informed me that later in the day, the children were going to scoop out the insides of the pumpkin, carve it into a jack-o-lantern, then roast the pumpkin seeds and eat them for a snack.

After the children had played for a while, the teacher decided to take them outside to the playground before it began to rain. She had the children put their jackets on, and then she lined them up at the back door of the classroom. She asked me if I wanted to come with them, and I said yes and followed them outside.

The playground was enormous. It was divided into two sections, one for the smaller children and the other for the preschool aged-kids. There were at least ten pieces of playground equipment, ranging anywhere from a wooden playhouse with plastic slides to metal cars, a swing set, and climbing equipment. There were no benches or chairs on the playground for me to sit on, so I found a spot near a sand box and sat on its wooden perimeter. I watched as one little boy went down the slide attached to the wooden playhouse and discovered that the bottom of the slide contained a large pool of water. His pants were soaked and it was easily 50 degrees outside. The teacher noticed what happened, and immediately had the director take the little boy inside for a change of clothes.

A few minutes after observing this exchange, another preschool class came outside and joined us on the playground. A mere five minutes passed before a little girl from this class did the same thing, and managed to get her pants soaking wet after using the slide. I observed that the teacher for her classroom scolded her, but did not send her inside for new clothes nor did she offer to. I stayed outside and watched the children for a little while longer, but it was approaching time for me to leave. I gathered my things and thanked the preschool teacher for allowing me to visit her class. She told me to contact her if there was anything else I needed and wished me luck in the rest of my project. I thanked her again, then exited the playground and headed toward my car.

High Crime Rate Summary

Caregivers in this area seemed less concerned with deviant behaviors and more concerned with ensuring that each child had been fed and clothed for the day. Most of the facilities in this area were in poor shape, and clearly catered to the lower-class or working poor. Children attending facilities in this area exhibited more deviant behaviors than those in other crime rate areas, and caregivers disciplined the children far less, if at all.

There was little to no focus on educating the children at an early age, and most caregivers seemed uninterested in interacting with the children. It seemed that the primary goal of caregivers in this area was merely to keep each child alive all day, and send them home with semi-full bellies.

Daycare Center #21 presented an ideal example of the disciplinary techniques of the caregivers in the high crime rate area. Neither the lead teacher nor the assistant teacher had control over the classroom, and the preschoolers were allowed to have free reign. Any attempt that the teacher made at providing structure or educational materials

to the kids was simply ignored by the children. The children played with permanent markers, nail polish, lip gloss, and they climbed all over the shelving and furniture in the classroom with absolutely no intervention by the teachers. Several of the children got into minor altercations over certain toys or stations in the room, and would begin calling each other names and hitting each other. Again, there was no disciplinary action taken by the teacher, as she was too busy chatting with her coworkers.

There was virtually no structure to the schedule, and aside from the brief period during circle time, there was no educational component to the lesson plan. The children had free play time for the entirety of the duration of my visit, and many of them actually walked out of the classroom to play in other areas, effectively violating DHS ratio regulations.

Statistical Results

The quantitative portion of my project involved a historical analysis of archival materials, as well as the quantitative component of the data I gleaned from each daycare center. The following tables depict the quantitative data acquired from observations at each of the 30 daycare centers I visited. I conclude this section with a discussion of the results of the statistical analyses performed on these data.

Table 6

OKDHS: Total Relevant and Non-Relevant Non-Compliances, 2013-2015

Daycare Center #	Area Crime Rate	Total Non-Compliances²⁵	Total Relevant Non-Compliances²⁶
1	Low	8	2
2	Low	15	10
3	Low	10	3
4	Low	2	2
5	Low	6	6
6	Low	9	4
7	Low	2	2
8	Low	7	5
9	Low	2	2
10	Low	3	3
11	Moderate	3	2
12	Moderate	8	2
13	Moderate	6	1
14	Moderate	1	1
15	Moderate	2	1
16	Moderate	15	7
17	Moderate	44	24
18	Moderate	5	4
19	Moderate	16	6
20	Moderate	7	6
21	High	11	9
22	High	2	1
23	High	2	1
24	High	3	2
25	High	1	1
26	High	2	1
27	High	2	2
28	High	7	3
29	High	3	2
30	High	5	2

²⁵ Total number of non-Compliance issues published with DHS.

²⁶ Total number of non-compliance issues published with DHS that were of a disciplinary nature, or otherwise threatened the safety and/or well-being of the children attending that particular daycare center.

Table 7

Student/Teacher Ratio

Daycare Center #	Area Crime Rate	# Teachers	# Students	Student/Teacher Ratio
1	Low	2	24	1:12
2	Low	1	12	1:12
3	Low	1	12	1:12
4	Low	2	20	1:10
5	Low	2	17	2:17
6	Low	1	12	1:12
7	Low	2	8	1:4
8	Low	1	10	1:10
9	Low	2	17	2:17
10	Low	3	9	1:3
11	Moderate	1	13	1:13
12	Moderate	6	38	3:19
13	Moderate	2	17	2:17
14	Moderate	1	8	1:8
15	Moderate	1	8	1:8
16	Moderate	1	6	1:6
17	Moderate	1	7	1:7
18	Moderate	1	8	1:4
19	Moderate	4	8	1:2
20	Moderate	1	8	1:8
21	High	2	10	1:5
22	High	2	8	1:4
23	High	1	12	1:12
24	High	1	12	1:12
25	High	2	10	1:5
26	High	2	7	2:7
27	High	2	11	2:11
28	High	2	24	1:12
29	High	2	17	2:17
30	High	1	5	1:5

Table 8

Observational Data

Daycare Center #	Area Crime Rate	# Minutes Observed	Total Deviant Behaviors²⁷	Total Good Behaviors²⁸	Difference Btwn Total Deviant & Good Behaviors
1	Low	60	77	34	43
2	Low	90	29	34	-5
3	Low	120	44	20	24
4	Low	120	51	31	20
5	Low	120	101	79	22
6	Low	120	88	38	50
7	Low	120	48	50	-2
8	Low	120	35	47	-12
9	Low	120	34	41	-7
10	Low	120	41	64	-23
11	Moderate	120	36	39	-3
12	Moderate	120	63	70	-7
13	Moderate	120	90	61	29
14	Moderate	120	32	37	-5
15	Moderate	120	33	41	-8
16	Moderate	120	28	33	-5
17	Moderate	120	42	66	-24
18	Moderate	120	26	49	-23
19	Moderate	120	5	48	-43
20	Moderate	120	53	56	-3
21	High	120	87	19	68
22	High	120	38	46	-8
23	High	80	18	34	-16
24	High	120	51	49	2
25	High	120	33	69	-36
26	High	120	23	59	-36
27	High	120	17	63	-46
28	High	120	145	43	102
29	High	90	58	33	25
30	High	90	31	65	-34

²⁷ Recall the list of ten Deviant Behaviors—1) biting, 2) hitting, 3) kicking, 4) pinching, 5) lying, 6) drugs/drug paraphernalia, 7) pushing/shoving, 8) stealing, 9) toy weapon, and 10) verbal abuse.

²⁸ Recall the list of ten Good Behaviors—1) sharing, 2) listening, 3) patience, 4) obedience, 5) manners, 6) Helping, 7) Independence, 8) Hugging, 9) Honesty, and 10) forgiving.

An ANOVA was performed on the five response variables: Total Non-Compliances, Total Relevant Non-Compliances, Adjusted Total Deviant Behaviors, Adjusted Total Good Behaviors, and Adjusted Difference in Behaviors (See Appendix B). The statistical significance level was set at $p < 0.05$.

Table 9

ANOVA: Total Non-Compliances & Relevant Non-Compliances²⁹

Area Crime Rate	MN Total Non-Compliances	SE Total Non-Compliances	P Value
<i>Low</i>	6.4 a	1.36	0.17
<i>Moderate</i>	10.7 a	4.03	
<i>High</i>	3.8 a	0.98	

Area Crime Rate	MN Relevant Non-Compliances	SE Relevant Non-Compliances	P Value
<i>Low</i>	3.9 a	0.81	0.34
<i>Moderate</i>	5.4 a	2.19	
<i>High</i>	2.4 a	0.76	

²⁹ Two Means with the same letter next to them are not significantly different.

These data suggest no statistically significant effect of area crime rates on the total number of non-compliance issues published with DHS for the years 2013-2015. These data also suggest no statistically significant variance between area crime rates and the total relevant non-compliance issues.

Table 10

ANOVA: Adjusted Total Deviant Behaviors & Adjusted Total Good Behaviors³⁰

Area Crime Rate	MN Adjusted Total Deviant Behaviors	SE Adjusted Total Deviant Behaviors	P Value
<i>Low</i>	0.034 a	.005	0.66
<i>Moderate</i>	0.033 a	.005	
<i>High</i>	0.039 a	.006	

Area Crime Rate	MN Adjusted Total Good Behaviors	SE Adjusted Total Good Behaviors	P Value
<i>Low</i>	0.03 a	0.005	0.33
<i>Moderate</i>	0.04 a	0.006	
<i>High</i>	0.05 a	0.012	

³⁰ Two Means with the same letter next to them are not significantly different.

No statistically significant effect was found of area crime rates on the total number of deviant behavior instances that I recorded during my observations. Additionally, there was no statistically significant effect of area crime rates on the total number of good behavior instances I recorded during my observations.

Table 11

ANOVA: Adjusted Difference in Total Deviant & Good Behaviors³¹

Area Crime Rate	MN Adjusted Difference in Behaviors	SE Adjusted Difference in Behaviors	P Value
<i>Low</i>	0.01 b	.004	0.04
<i>Moderate</i>	0.01 b	.005	
<i>High</i>	0.03 a	.007	

Lastly, there was a statistically significant effect of area crime rates on the adjusted difference between the total good and deviant behaviors in the High and Moderate crime rate areas. However, there was no statistically significant effect of area

³¹ Two Means with the same letter next to them are not significantly different.

crime rates on the adjusted difference between the total good and deviant behavior scores at the .05 level within the Low crime rate area.

Table 12

Pearson's Correlation Coefficient: Adjusted Total Deviant, Good, & Difference in Behaviors

	Adjusted Total Deviant Behaviors	Adjusted Total Good Behaviors	Adjusted Difference
	0.02	-0.51	-0.35
P Value	0.92	0.004	0.06

A Pearson's correlation coefficient was also performed to determine if any correlations existed between student/teacher ratio and the total number of good behaviors and deviant behaviors. The results of this test indicated that the higher the number of teachers in the classroom, the better the children's behavior tended to be. Additionally, there was no evidence to suggest that there were more instances of bad behaviors if there were fewer teachers; only that more teachers promoted more instances of good behavior.

Discussion of Statistical Results

Overall, results of the statistical analyses show that there were no significant correlations between area crime rates, daycare center licensing violations, and the deviant behaviors of preschoolers. Preschoolers' behaviors were consistent across the board, regardless of the crime rate area the daycare was located in, or the number of non-compliance issues the daycare had published with OKDHS. Interestingly, the lack of statistical significance in these areas suggest that the only factor that is significant is the disciplinary techniques of the caregivers, which were examined qualitatively through use of ethnography.

This research suggests that preschoolers are just as likely to engage in deviant behaviors at daycares in Low crime rate areas as they are in Moderate or High crime rate areas. They are also just as likely to engage in deviant behaviors at daycare centers that have no recorded non-compliance issues, as those that have a long list of non-compliances. Thus, the disciplinary techniques of caregivers in daycare centers are the only factor found in this study that may have the potential to effect the future development of violent and delinquent behavior in preschoolers.

The preschool years are crucial for psychosocial development; and according to this research, the psychosocial development of delinquent behavior (within the daycare setting) is largely unaffected by the crime rates in which a daycare center is located, and the non-compliance issues a daycare has published with DHS.

In terms of intervention and prevention of future youth-on-youth violence or juvenile delinquency, it seems that caregivers in the daycare system have a unique opportunity to contribute to a reduction in violent crimes involving youth. Caregivers in the daycare setting are essentially co-parenting these children, meaning that they have a responsibility to consistently and effectively discipline children as a measure for the early prevention of youth violence.

CHAPTER V

CONCLUSION

Summary of Research

Research began by identifying 30 daycares in Tulsa, OK from the OKDHS Web site. Daycares were selected through a historical analysis of archival research, according to the disciplinary nature of the non-compliance issues they had published with DHS. Once 30 daycares were selected, they were divided into three broad crime rate areas (Low, Moderate, and High) in groups of ten. Crime rate areas were determined through a rough approximation by examining the crime data provided by the TPD interactive crime map. IRB approval was obtained to conduct observations of preschoolers at daycare centers, and I began to recruit centers by phone.

Once I obtained consent from the daycare center directors, I visited each individual daycare center for two hours, and conducted my observations. Following each visit, I wrote an ethnography describing my observations in rich, thick detail. All data are presented in an aggregated form, and all centers, employees, and children are de-identified. Statistical analyses were conducted using a one-way ANOVA and Pearson's correlation coefficient.

Theoretical Implication

Through a grounded theory approach, I examined correlations between area crime rates, daycare center licensing violations, caregiver discipline techniques, and the deviant behaviors of preschoolers through the lens of four psychological and sociological theories. I combined these theories and created a theoretical model that may explain how disciplinary choices made in the daycare setting could affect the behaviors of preschoolers and their propensity for becoming delinquent later in life.

I suggest that Maslow's theory serves as a link between the theories of Beccaria, Patterson, and Moffitt. I divided Maslow's triangle into two groups—group 1 concerning the top three tiers of the triangle (emotional needs) and group 2 concerning the bottom three tiers of the triangle (physical needs). I proposed that this bifurcation between the two groups could be tied to Beccaria and Patterson's models, respectively, which could then be linked to Moffitt's model of the "AL" and "LCP" offender.

I hypothesized that daycare centers in low crime rate areas would be more likely to utilize Beccaria's theory on crime and punishment when making disciplinary decisions. I also propose that daycare centers located in high crime rate areas would be more likely to utilize Patterson's coercion developmental model when making disciplinary decisions. The basis for these hypotheses relies on the idea that daycare centers in the low crime rate area would be more concerned with the emotional needs of the children (Maslow's Group

1), while centers located in high crime rate areas would be more concerned with the physical needs of the children (Maslow's Group 2).

Moffitt's model suggests that there are two life course possibilities in adolescence ("AL & LCP"), and I hypothesize that disciplinary choices made in the daycare setting could explain what leads an adolescent to take one path or the other. I further hypothesized that daycare centers that were located in low crime rate areas would base disciplinary decisions on Beccaria's theory, and that those choices may eventually lead preschoolers to take the "AL" pathway in Moffitt's model. I also hypothesize that daycare centers located in high crime rate areas would base disciplinary decisions on Patterson's model, and that those choices may eventually lead preschoolers to take the "LCP" pathway in Moffitt's model.

The results of this study suggest that the bifurcation between groups 1 & 2 of Maslow's model, and the division of daycare centers by area crime rate have no effect on the disciplinary choices made in the daycare setting. The disciplinary choices of the caregivers in the daycare setting, however, did seem to follow either Beccaria or Patterson's model, though the crime rates and the number of non-compliance issues published with DHS for any given daycare center were not statistically significant. Based on these findings, my hypothesis that disciplinary choices made in the daycare setting may have the potential to effects a preschooler's eventual decision to choose one pathway or another.

Areas for Future Research

This research could be expanded upon in a number of areas. The study was conducted in an urban city in Oklahoma. It would be beneficial to expand this study to include rural areas, and urban areas in other states as well.

Another potential avenue could be an examination of the correlations between specific childhood experiences and the development of psychological disorders later in life (particularly antisocial personality disorder).

Due to time constraints, this research could not be conducted longitudinally and instead, historical analysis of archival materials and case studies were used. Other studies may have the time and resources to conduct a cohort longitudinal study in order to glean more information on the development of crime and delinquency and its correlations with preschool children's experiences within the daycare setting.

Additionally, this research did not take into consideration any pre-existing conditions that may have contributed to the deviant behaviors of the preschoolers observed in the daycare setting. Future researchers with the appropriate time, resources, and IRB

approval may want to consider any existing diagnoses such as ODD³², CD³³, ADHD³⁴, AD³⁵, and/or ED³⁶ for each child being observed (See Appendix B).

Limitations

Due to the nature of human-subject research as well as the protections in place for children as research subjects, there were some limitations in this study. One of these limitations related to my duty to report any observation of child abuse or neglect, despite the expectation of confidentiality for daycare centers, their employees, and the children. If I had made any observations that led me to believe a child was unsafe either in their home or in the daycare center, I would have been obligated to break my promise of confidentiality and report the abuse or neglect of the child to my academic advisor and DHS.

The use of a single city in this study presented another limitation, as the sample of daycare centers may not have been large enough to be considered representative of all daycare centers. Additionally, as Tulsa, OK is an urban area, the findings of this research may not apply to daycare centers located in rural areas.

³² Oppositional Defiant Disorder

³³ Conduct Disorder

³⁴ Attention Deficit Hyperactivity Disorder

³⁵ Attachment Disorder

³⁶ Emotionally Disturbed

Another limitation may be presented in the use of the TPD crime map. The crime rate areas are roughly approximated based on the information contained on the map. The evolving nature of crime, as well as the existence of unreported crimes could affect the accuracy of the three crime rate areas I have identified in Tulsa. Many crimes that occur in the home are never reported to the police, thus I was only able to base the crime rate areas on approximated values for crimes within a one mile radius of each daycare center.

The information I procured from the DHS Web site about the non-compliances of the daycare centers I examined was also subject to change over time. When non-compliance issues are resolved, they are no longer listed on the Web site. This aspect of the system presented a few difficulties in pinpointing which daycare centers met my research criteria during the three years I examined.

Additionally, background, length of employment, training, education, and the experience of each daycare center employee participating in the study were not taken into consideration. These factors could potentially influence the disciplinary techniques used by the employees.

Research Implications

This research effectively demonstrated that within the daycare setting, the singular most important factor in influencing the deviant behaviors of preschoolers was the

caregivers' disciplinary techniques. The implications of these findings suggest that the growing need for parents to place their children in the daycare system is supplemented by a growing need for caregivers to understand the weight of their influence on the psychosocial development of preschoolers.

With recent school shootings and other instances of youth-on-youth violence, it is increasingly important that we identify the "seeds" of violence in the hopes that intervention can take place at the earliest possible stages in life. By intervening at the earliest stage, there is a greater likelihood that future violent offending can be reduced or prevented.

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APPENDIX A

Abridged List of DHS Rules and Regulations 2013

Section 26. Behavior and guidance

(a) **Appropriate discipline.** Discipline is required to be constructive and educational and appropriate to the child's age and circumstances.

(b) **Staff requirements.** Staff members:

(1) Recognize and encourage acceptable behavior;

(2) Teach by example and use fair and consistent rules in a relaxed atmosphere with discipline that is relevant to the child's behavior;

(3) supervise with an attitude of understanding and firmness;

(4) give clear directions and provide guidance appropriate to the child's level of understanding;

(5) redirect children by stating alternatives when behavior is unacceptable;

(6) speak so that children understand that they and their feelings are acceptable but unacceptable action or behavior is not;

(7) Encourage children to control their own behavior, cooperate with others and solve problems by talking things out;

(8) give guidance in activities in an orderly fashion including a choice of interesting planned activities;

- (9) Help children feel successful at a task and give options for other tasks if the one chosen proves too difficult;
- (10) Prepare children for the next activity a few minutes ahead and allow them to wind down from one activity before beginning another;
- (11) Use "time-out" periods only as necessary to enable the child to gain control of himself or herself. Time-out periods do not exceed five minutes. One minute of time-out for each year of a child's age is recommended. The child is allowed to rejoin the group as soon as the child regains control;
- (12) use safe, natural, and logical consequences to address inappropriate behavior;
- (13) Maintain perspective about school-agers' misbehavior, recognizing that every infraction does not warrant staff attention or intervention; and
- (14) When necessary, intervene as quickly as possible to ensure the safety of all children.

APPENDIX B

List of Abbreviated Terms and Definitions

AL Offender: Adolescence-Limited offender

AD: Attachment Disorder

ADHD: Attention Deficit Hyperactivity Disorder

AdjDeviant: Adjusted Deviant

AdjDiff: Adjusted Difference

AdjGood: Adjusted Good

AdjTotDeviant: Adjusted Total Deviant

AdjTotGood: Adjusted Total Good

ANOVA: Analysis of variance

CD: Conduct Disorder

DHS: Department of Human Services

ED: Emotionally Disturbed

FBI: Federal Bureau of Investigation

IRB: Institutional Review Board

LCP Offender: Life-Course Persistent offender

MN: Mean (Average)

OKDHS: Oklahoma Department of Human Services

ODD: Oppositional Defiant Disorder

OSU: Oklahoma State University

SD: Standard Deviation

STRatio: Student/Teacher Ratio

TPD: Tulsa Police Department

TotNonComps: Total Non-Compliances

TotRelNonComps: Total Relevant Non-Compliances

UCR: Uniform Crime Report

U.S.: United States

APPENDIX C

Recruitment Script

Good morning/afternoon, my name is Kelsey Hess and I am a student at Oklahoma State University. I am calling you to find out if you would be interested in participating in a research project. I am interested in observing daycare center activities as well as common behaviors of preschoolers (i.e. sharing, using nice words, etc.) If you are interested in being a part of this study, I would be happy to visit your daycare center and provide you with some additional information. If you do not wish to participate, or would simply like more information I will also happily email you a form which describes this research in more detail.

For any questions/comments/or concerns, contact Dr. Ron Thrasher at:

Phone: **(918)-561-1415**

Email: **r.thrasher@okstate.edu**

Or contact Kelsey Hess at:

Phone: **(918)-406-6787**

Email: **knhess@okstate.edu**

APPENDIX D

Informed Consent

ADULT CONSENT FORM OKLAHOMA STATE UNIVERSITY

INVESTIGATORS:

Ronald R. Thrasher, Ph.D.; Kelsey Hess, B.S.

PURPOSE:

The purpose of this study is to focus on the interactions between area crime rates, daycare center licensing violations, caregiver discipline techniques, and the behaviors of preschoolers.

PROCEDURES

You have been asked if a student researcher could visit your daycare center in order to observe the activities of the daycare. The student researcher will observe daycare activity for one morning/afternoon, and will not interact with either the employees or the children.

RISKS OF PARTICIPATION:

There are no known risks associated with this project which are greater than those ordinarily encountered in daily life. Additionally, participants are free to withdraw from the study at any time, and there will be no penalty for refusal to participate.

BENEFITS OF PARTICIPATION:

If you are interested, we will send you a copy of the results of the study when it is finished.

CONFIDENTIALITY:

The records of this study will be kept private. Any written results will discuss group findings and will not include information that will identify the daycare center, or any child or employee. Research records will be stored on a password protected computer and only researchers and individuals responsible for research oversight will have access to the records. Daycare centers, employees, and children will not be identified.

Confidentiality will be maintained except under specified conditions required by law. For example, current Oklahoma law requires that any ongoing child abuse (including sexual abuse, physical abuse, and neglect) of a minor must be reported to state officials. In addition, if an individual reports that he/she intends to harm him/herself or others,

legal and professional standards require that the individual must be kept from harm, even if confidentiality must be broken. Finally, confidentiality could be broken if materials from this study were subpoenaed by a court of law.

CONTACTS:

You may contact any of the researchers at the following addresses and phone numbers, should you desire to discuss your participation in the study and/or request information about the results of the study: **Ron Thrasher, Ph.D., Room E-317, School of Forensic Sciences, Oklahoma State University Center for Health Sciences, Tulsa, OK 74107, (918) 561-1415; Kelsey Hess, B.S., School of Forensic Sciences, Oklahoma State University Center for Health Sciences, Tulsa, OK 74107; (918) 406-6787.** If you have questions about your rights as a research volunteer, you may contact the IRB Office at 223 Scott Hall, Stillwater, OK 74078, 405-744-3377 or irb@okstate.edu

PARTICIPANT RIGHTS:

I understand that my participation is voluntary, that there is no penalty for refusal to participate, and that I am free to withdraw my consent and participation in this project at any time, without penalty.

CONSENT DOCUMENTATION:

I have been fully informed about the procedures listed here. I am aware of what I will be asked to do and of the benefits of my participation. I also understand the following statements:

I affirm that I am 18 years of age or older.

I have read and fully understand this consent form. I sign it freely and voluntarily. A copy of this form will be given to me. I hereby give permission for my participation in this study.

Signature of Participant

Date

I certify that I have personally explained this document before requesting that the participant sign it.

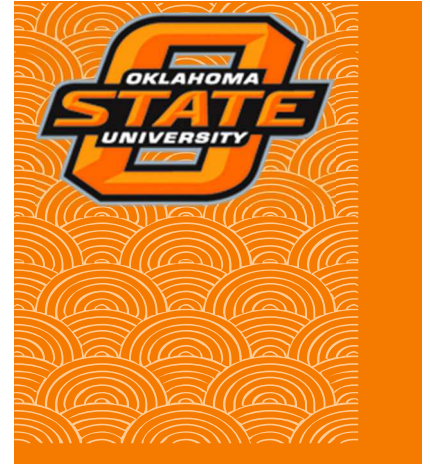
Signature of Researcher

Date

APPENDIX E

Information Flyer

A student researcher from Oklahoma State University will be observing the activities at your daycare center for one morning/afternoon later this week. She will not be interacting with the children or the employees.



If you have any questions, or concerns, you may contact me or the Stillwater IRB Office at:

Kelsey Hess

(918) 406-6787

knhess@okstate.edu

Dr. Ron Thrasher

(918) 561-1415

r.thrasher@okstate.edu

OR

IRB Office

(405) 744-3377

irb@okstate.edu

If you do not want your child to be included in these observations, please fill out the bottom of this form, tear it off, and give it to your daycare center director.

Child's Name: _____

APPENDIX F

Observation Chart

Behaviors	Incidents	Total Number
Biting		
Drugs/drug paraphernalia		
Forgiving		
Helping		
Hitting		
Honesty		
Hugging		
Independence		
Kicking		
Listening		
Lying		
Manners		
Obedience		
Patience		
Pinching		
Pushing/Shoving		
Sharing		
Stealing		
Toy weapon		
Verbal abuse		

Date/Time/Duration of:

Number of teachers:

Number of students observed:

Additional Notes:

VITA

Kelsey N. Hess

Candidate for the Degree of

Master of Science in Forensic Science

Thesis: EXAMINING CORRELATIONS BETWEEN AREA CRIME RATES,
DAYCARE CENTER LICENSING VIOLATIONS, CAREGIVER
DISCIPLINE TECHNIQUES, AND THE DEVIANT BEHAVIORS OF
PRESCHOOLERS

Major Field: Forensic Psychology

Biographical:

Education:

Completed the requirements for the Master of Science in Forensic Psychology at Oklahoma State University Center for Health Sciences, Tulsa, Oklahoma in December, 2015.

Completed the requirements for the Bachelor of Science in Psychology and Minor in Sociology at Oklahoma State University, Stillwater, Oklahoma in December, 2013.

Experience:

Graduate Student Teaching Assistant, Oklahoma State University, from August 2014 to December 2015