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# A Study to Determine the Effectiveness of Present Methods of Extinguishing Disruptive Classroom Behavior at an Alternative High School

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A STUDY TO DETERMINE THE EFFECTIVENESS  
OF PRESENT METHODS OF EXTINGUISHING DISRUPTIVE  
CLASSROOM BEHAVIOR AT AN ALTERNATIVE HIGH SCHOOL

A Research Paper

Presented to the Graduate Faculty  
of the Department of Occupational and Technical Studies  
at Old Dominion University

In Partial Fulfillment  
of the Requirements for  
the Master of Science in Education Degree

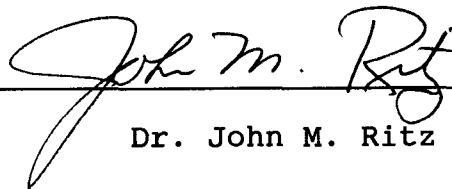
By

Jon J. Cookson

August 1991

This project was prepared by Jon J. Cookson under the direction of Dr. John M. Ritz in OTS 636, Problems in Education. It was submitted to the Graduate Program Director as partial fulfillment of the requirements for the Master of Science in Education degree.

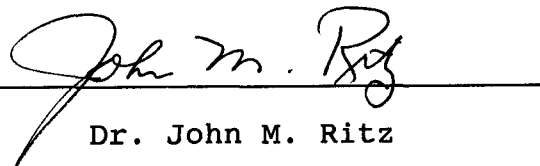
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Date 8-15-91

  
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Dr. John M. Ritz

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Date 8-15-91

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## PREFACE

Career Development Center (CDC) was a school for at-risk high school students. It was located in Virginia Beach, Virginia. As such, it was part of the Virginia Beach City Public Schools system. The co-ed student body ranged from 400 to 600 students per school year. Students were identified as at-risk by counselors from the other local high schools. Generally, they recommended students who were progressing very poorly, for one reason or another, in a conventional high school setting. Students filled out an application to CDC which was then reviewed by the principal and/or one of his assistants. Then a parent-student-principal interview took place. The student was then admitted upon the results of the interview and the signing of a performance contract.

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CHAPTER I  
INTRODUCTION

Class size at CDC was limited to 15 students per teacher. Counselors were aware of this student-teacher ratio, which was an additional reason for referral to CDC. The majority of the students were recommended to CDC because of their inability to function appropriately in a totally academic environment (i.e., progressing poorly).

The CDC principal and assistant principals identified and admitted those students who were, in time, screened by the vocational evaluation staff. In vocational evaluation, students were introduced to vocational trades such as auto mechanics, carpentry, masonry and welding. They were evaluated in nine different trade areas. Pre-planned student work projects were timed and observed for proper procedure and technique according to a rigidly written criteria. Students were then guided into a vocational class based on their ability to succeed at the trade in vocational evaluation or an expressed interest in a particular trade. Vocational evaluation was a twelve-month guidance effort. Students were usually evaluated in a four to five-day setting.

Regardless of their previous academic labeling, students were relabeled to reflect the performance effort demonstrated by them

through vocational evaluation. Slower than the norm students were channelled into low-mental effort activities such as landscaping and building maintenance. Students who had threatened a teacher or administrator in another high school were referred to CDC. Students with a chronic attendance problem were referred to CDC. Students with a tardiness problem were referred to CDC. Some students who had brought weapons to school were sometimes referred to CDC as a last alternative to completing their high school education. According to CDC counselors, auto mechanics and welding received the higher achieving high school students who came through vocational evaluation.

#### Statement of the Problem

The problem of this study was to determine the effectiveness of detention and in-school and out-of-school suspension for eliminating disruptive classroom behavior in an at-risk high school welding class.

#### Research Goals

The goals of this research were threefold: (1) what were the two most prevalent disruptive classroom behaviors; (2) what current methods were used to discourage the two most prevalent disruptive classroom behaviors; and (3) what current methods to prevent disruptive classroom behavior from occurring were most effective.

## Background and Significance

The Career Development Center was established in 1979 to address the problem of the at-risk high school student. In the last ten years, the national high school dropout rate has reached alarming levels. School officials on the local level recognized the problem of potential dropouts and established CDC to deal with that potential high school dropout problem.

Individually, teachers saw the same or similar behavior problems with different students. Some behavior disrupted the classroom. Some behavior did not. Some teachers were strict disciplinarians who adhered to a strict schedule of discipline enforcement. Some teachers did not. What worked to control disruptive classroom behavior in an academic setting may or may not have worked in a vocational setting. Behavior modification techniques varied from teacher to teacher and subject to subject.

Career Development Center averaged a sixty percent success rate. That was to say sixty percent of the students enrolled in the school go on to complete either a high school diploma or a GED program. This gave the students some credentials necessary to compete in the job market. Those credentials were a high school diploma or a GED certificate.

In recognizing having to deal with the same or similar behavior problems in the classroom, CDC teachers shared insights into individual student problems, home life situations or other student background information relevant to understanding individual

student behavior with the students' other teachers. Teachers also exchanged ideas in dealing with recognized types of disruptive classroom behavior based on their current knowledge of the student. Techniques of behavior modification were then brought to bear, to guide the student through the learning experience.

#### Limitations

This research study was limited to the number of students enrolled in the morning and afternoon Welding I and II classes for school calendar years 1989-90 and 1990-91. Class totals for the 1989-90 school year were twenty students. Twenty-one students were enrolled for the 1990-91 school year. It was also limited to the teacher's definition of disruptive classroom behavior. It may or may not have been in conformance with the CDC administrative policy.

#### Assumptions

The researcher believed that all disruptive classroom behavior was quantifiable. The researcher believed that disruptive classroom behavior could be eliminated using present-day techniques and methods. The researcher believed that what was disruptive classroom behavior in the welding class may or may not have been disruptive in other classrooms.

## Procedures

Disruptive classroom behavior was defined as any student action which resulted in a detention, in-school suspension or out-of-school suspension. The two most prevalent causes of disruptive classroom behavior were identified. After that, the number of disruptive occurrences per category were recorded. The largest category was researched for possible causes and solutions, as was the second largest category. Causes, as well as current methods used to extinguish these student behaviors, were presented.

## Definition of Terms

The welding teacher used the following definitions to define, categorize and analyse at-risk students, disruptive classroom behavior, detention, in-school suspension, out-of-school suspension, tardiness and absenteeism.

At-risk students - those students most likely to exhibit behavior problems, disruptive classroom behavior or to quit school in an at-risk high school setting or progressing poorly in a traditional high school setting.

Disruptive classroom behavior - any behavior on the students part which disturbed the completion of the intended classroom lesson.

Detention - one hour of before- or after-school classroom work in a designated detention classroom earned by a student through disruptive classroom behavior.

In-school suspension - one day of during school classroom work in a designated in-school suspension classroom earned by the student as a result of not serving detention.

Out-of-school suspension - one or more days of suspension outside of school grounds as a result of not serving in-school suspension or being removed from in-school suspension for some other inappropriate behavior.

Tardiness - lateness to class two or more unexcused times per twenty day period.

Absenteeism - unexcused absence from class more than two times per nine week period.

### Summary and Overview

Career Development Center was a small high school for at-risk high school students in Virginia Beach, Virginia. Disruptive classroom behavior was more the norm than in a traditional high school setting. Each teacher at CDC had his or her own definition of what constituted disruptive classroom behavior. To complicate matters further, students admitted to CDC were relabeled according to an unknown standard that may or may not have forewarned each teacher about a particular student's behavior. Therefore teachers

resorted to the unofficial word-of-mouth technique to communicate among themselves about the students.

This research paper focused on the morning and afternoon welding classes at CDC for the 1989-90 and 1990-91 school calendar years. It attempted to define the term disruptive classroom behavior from the welding teachers perspective. Chapter Two presented the opinions and theories of the experts in the field about disruptive classroom behavior. The researcher attempted to classify two broad types of disruptive classroom behavior. He recorded the number of occurrences then presented the current methods used to extinguish those behaviors. Chapter Three contained the details of this research. By comparing the results between the two school calendar year welding classes a determination was made as to the effectiveness of current methods of extinguishing disruptive classroom behavior. This was presented in chapter four. Lastly, he made recommendations for further study. Chapter Five contained this information.

## CHAPTER II

### REVIEW OF LITERATURE

Disruptive classroom behavior has existed since the advent of the classroom setting. This chapter sought to reveal what was already written about disruptive behavior in the classroom. Behavior modification methods and techniques were included to give the reader and/or researcher a background on former and current methods recommended to extinguish disruptive classroom behavior.

Several known precursors to disruptive behavior were listed in this research chapter. Resulting student behavior, as observed in the classroom, was also listed to give the reader some idea of the types of student classroom behaviors classified by other researchers as disruptive. This list of student behaviors was intended as a foundation for recognizing disruptive classroom behavior. This was not the all-inclusive list.

Once the disruptive behavior had been identified, behavior management techniques and guidelines were presented. These were not firm, rigid theories of control or discipline. The intent here was to present a part of the how-to in handling a disruptive student. Schools of thought were presented to show the many and varied ideas about disruptive student classroom behavior. Corrective teacher behavior, as part of some schools of thought, were presented in dealing with both the verbally and physically



aggressive student. Two arguments for and against certain models of behavior modification were included to show that the final word on disruptive classroom behavior has not yet been written.

These reviewed experts, their opinions and ideas, nor this paper were meant to be the last words on this subject. The final quoted resource in this review was mentioned as potential community involvement techniques to help the disruptive student should the vocational teacher so desire.

### Disruptive Behavior

Swick (1980: 7) listed several influences that surrounded behavior that becomes disruptive. These influences were beyond the realm of this research but were intended to give the reader a background of potential causes for displayed disruptive student behavior. According to Swick (1980: 7) these influences included:

1. Malnutrition
2. Lack of sleep
3. Child abuse or neglect
4. Excessive television viewing
5. Violence in the home

Observed disruptive student behavior brought on by these influences, Swick said, (1980: 7) lead to behavior such as:

hyperactivity, drowsiness, easy loss of temper, irritability, inattentiveness, short attention span, inability to complete assignments, being withdrawn, sullen, aggressiveness, taking anxiety out on teachers

and peers, poor attendance record, excessive seeking of attention, and difficulty in completing assignments.

It was this researchers experience that some or all of these influences and observed behaviors may become precursors to disruptive behavior. In the welding laboratory, the teacher controlled the learning environment to the extent that all the students were learning to weld in a safe manner. In the lab environment, disruptive behavior disturbed the general safety of the group. But more importantly, it jeopardized the safety of the disruptive individual. The nature of the welding processes generated 2000 degree fahrenheit temperatures at minimum. There was metal of all shapes, sizes and thicknesses in various stages of processing by welding students, all under the watchful eye of the welding instructor. The temperatures of welding and the stages of metal processing made an outburst of disruptive behavior an excessively dangerous situation. Therefore, prevention of disruptive behavior became extremely important on the part of the welding teacher.

One technique which kept the welding lesson lively and moving forward was to use lesson pacing. The lesson pacing concept was to change some aspect of the daily lesson plan approximately every fifteen to twenty minutes. VanDerveer (1989: 23) agreed with this idea but recommended a ten minute span for lesson changes. He said this calculation:

creates a positive atmosphere of learning and eliminates periods of inactivity which provide opportunities for students to disrupt class and give discipline problems time to grow.

The researcher found this lesson pacing concept to be a very effective teaching tool when beginning each new nine weeks period. Changing the tempo of the daily lesson plan by challenging the welding students to see how fast or how slow they could weld a particular electrode proved to be a very popular concept with the students.

Keeping the welding students busy with lesson pacing helped at the beginning of each new nine week period. But the long term objective was modifying student behavior to extinguish or prevent disruption.

There were several theories of behavior modification in the literature, some sketchy, less structured that this researcher chose to call techniques. For instance, McDaniel (1987: 389) lists ten behavior management techniques and explained them as follows:

1. Teach specific directions--be so clear, direct and unambiguous that every student will know precisely what is expected.
2. Look for good behavior--catch the students exhibiting the desired behavior.
3. Praise effectively--concentrate on the desired behavior, describe the specifics of the behavior.
4. Model good behavior--the teacher is the example.
5. Use nonverbal reinforcement--facial expressions, for example.

6. Establish token economies--tokens mark the small steps to reward them.
7. Premack--identify several reinforcers that motivate your students then regard using those reinforcers.
8. Teach kids to reinforce one another--students tend to ignore good behavior.
9. Teach kids to reinforce one another--use one-minute praising to train students to be positive and use positive reinforcement in their relationships with other students.
10. Vary positive reinforcement--cancel homework, use positive notes or golds stars, for example.

Most or all of these management techniques were employed in the welding laboratory. Not all the techniques were used at once nor were all of them used on any one student. Rather they were used as necessary by the instructor and sometimes in groups of two or three techniques one-after-the-other. Thus the techniques became groups of strategies for behavior modification.

Adamson (1987: 48) advocated the use of strategies such as:

1. Use "surprise" reinforcers
2. Vary your lessons
3. Build relationships with your students
4. Be a good example.
5. Create an exciting curriculum

This instructor used all of these strategies at some time during the school calendar year. However, no one method of identifying and preventing disruptive behavior guideline, technique or strategy(ies) worked for all disruptive students. Three researchers, Stainback, Barham, Stainback, (1986: 189) suggested other similar methods of preventing disruptive behavior

which overlapped in their response to the problem. Examples included:

1. Be friendly, but firm
2. Develop and enforce rules for appropriate classroom conduct
3. Provide success experiences
4. Attend to appropriate behaviors
5. Group disruptive students with well-behaved students
6. Teach self-management
7. Praise and give attention
8. Try to catch the student being good

This author used more of the positive methods of behavior modification identified above during the 1990-91 school calendar year than during the 1989-90 school calendar year. This was the result of taking an Instructional Strategies graduate class at Old Dominion University and learning the value of positive reinforcement of desirable behavior.

In 1985, Seemon (1985: 27) used some of the same ideas and concepts in a more rigid format. He developed ten guidelines to deal with disruptive students. They were listed as follows:

Guideline 1: The rule should be one with which you feel a personal congruence.

Guideline 2: Check that the congruent rule you are about to state is also one you can follow through; one where if the rule is broken, you can actually implement the consequences of your warning.

Guideline 3: Keep in mind that if you do not follow through a specific warning with one rule, you weaken not just the rule, but the credibility that you will enforce any of your rules.

Guideline 4: Make sure the consequences you design don't accidentally give the violators "negative attention."

Guideline 5: Try to make your first response to an infraction a non-verbal one: reprimand with as little attention as possible.

Guideline 6: Design the warnings for breaking your rules so that they have as many step-by-step consequences as possible and do not skip warning steps.

Guideline 7: Call in a third party to your system as late as possible, if you think you are nearing the use of a third party, prepare that person ahead of time.

Guideline 8: Let the student know what will be the next step in the system, if he doesn't shape up.

Guideline 9: Do not argue with or punish a student's emotional reaction to your reprimand or punishment assignment or her threat that he/she won't do it. Instead, wait to see what happens, and only reprimand or punish her behavior when she actually does not do what you requested.

Guideline 10: Design each warned consequence so that it is as "professional as possible."

This author became adept at the use of guidelines one through six during the 1989-90 school calendar year.

More recent years have seen the advocacy of a less structured format of techniques, guidelines and suggestions in handling disruptive students. Lehr and Harris (1989: 219) suggested the following:

Successful teaching approaches must include the following: (1) communication of high expectations; (2) utilization of a variety of effective teaching strategies; (3) emphasis on the development of the total child.

However, Clewett (1988: 42) suggested a less rigid approach. He proposed the view that:

We should stop the inappropriate behavior, coach some alternative behavior and send the child back into the situation to practice the new behavior. Situation to practice the new behavior. For education to be really effective, its primary goal must be to help children develop positive views of themselves, identify with and accept others and be open to experience.

Clewett and others expressed a more pragmatic view of disruptive student behavior intervention. Their idea was to prevent a disruptive situation if possible then handle it swiftly and decisively when and where it happened. Immediately afterward they advocated moving forward with the lesson and/or classroom activity. The real focus was on the daily lesson and not the disruptive behavior. Petty (1988: 27) reiterated the emphasis on learning the lesson when he said all teachers were tasked with the job "to create an environment where learning takes place."

As early as 1987, Dodd (p. 86) advocated a less assertive teacher approach by focusing on the disruptive behavior as a problem solving situation for both the student and teacher. He said:

If you look at disruptive behavior or failure to do assignments as problems to solve rather than personal attacks on you, you can adopt an attitude which encourages students to work with you instead of against you. Forget about punishments and penalties and think in terms of consequences and solutions. When you are dealing with a potentially hostile student, choose your words and monitor your tone very carefully so that the student does not react negatively and change what you intended as conversation into confrontation. Maintain a calm and pleasant, but firm and serious attitude. Ask questions rather than deliver a lecture. Students know what your rules and expectations are and when you get the students themselves to re-state a rule or requirement, you reinforce its importance without making students feel they're under attack.

This author has found this approach to work well with some students but not with others.

Some researchers have been studying disruptive classroom behavior for so long that they have developed or been associated with established schools of thought. These schools of thought were relationship-listening, confronting-contracting, rules and/or reward-punishment (assertiveness) and the behaviorists. Wolfgang and Glickman (1986: 354) compared the various schools of thought of teacher behavior for the verbally and physically aggressive student. Compared in Tables 1, 2 and 3, they showed different methods of teacher interaction with the disruptive student.

One approach that none of the models mention was the use of humor and hugs in communicating with kids. This researcher made it a point to touch a shoulder or grasp an arm in a fatherly manner with most of his students. The idea here was of course the caring one. This researcher wanted to show caring and understanding to each student to dissipate their feelings of anger and failure when first learning to weld. Mendler and Curwin (1983: 13) concur and said take charge in the classroom by:



POPULAR ADVOCATES OF DISCIPLINE MODELS  
CORRESPONDING TO SCHOOLS OF THOUGHT

Relationship-Listening

Thomas Gordon  
Eric Berne  
Thomas Harris  
Louis E. Raths  
Merrill Harmin  
Sidney B. Simon & others

Models

Supportive Model  
Communications Model  
Communications Model  
Valuing Model  
Valuing Model  
Valuing Model

Confronting-Contracting

Rudolf Dreikurs  
William Glasser

Social Model  
Reality Model

Rules/Reward: Punishment

Saul Axelrod  
Lloyd Homme & others  
Lee and Marlene Carter  
James Dobson  
Siegfried Engelman

Behavior-Modification Model  
Behavior-Modification Model  
Assertiveness Model  
Assertiveness Model  
Behaviorism with Corporal  
Punishment Model

Table 1

VERBALLY AGGRESSIVE STUDENT AND TEACHER BEHAVIOR

Covert behaviors

Overt behaviors

Relationship-Listening

Gordon

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>a. Reorganizing the space</li> <li>b. Reorganizing the time</li> </ul> | <ul style="list-style-type: none"> <li>1. Critical listening</li> <li>2. Acknowledgement responses</li> <li>3. Door reopeners</li> <li>4. Active listening</li> <li>5. "I" message</li> <li>6. Method III ("no lose")<br/>problem solving</li> </ul> |
|---|--|

Harris

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>a. Diagnose interaction state<br/>verbal aggression as a "child/<br/>or parent" state</li> </ul> | <ul style="list-style-type: none"> <li>1.             <ul style="list-style-type: none"> <li>a. Ask the student<br/>questions, adult-to-<br/>adult</li> <li>b. Reply to student's<br/>verbal aggression with<br/>adult statements.</li> <li>c. Use adult responses to<br/>clarify student's verbal<br/>aggression</li> </ul> </li> <li>2. Affirm the student as "OK"<br/>with complementary<br/>transactions</li> </ul> |
|---|---|

Confronting-Contracting

Dreikurs

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>a. Observe and collect data about<br/>the student             <ul style="list-style-type: none"> <li>- with peers</li> <li>- with family</li> <li>- with other teachers</li> </ul> </li> <li>b. Ask oneself, "Do I feel<br/>beaten" -- control</li> <li>c. Recognition reflex after<br/>verifying question</li> </ul> | <ul style="list-style-type: none"> <li>1. Confronting: "Do you want<br/>to know why you are<br/>behaving like this?"</li> <li>2. Verifying: "Could it be<br/>that you want . . . to<br/>be boss" -- power.</li> <li>3. Make a plan according to<br/>verified goal - let the<br/>student have power</li> <li>4. Use the class group</li> <li>5. Natural/logical consequences</li> <li>6. Encouragement</li> </ul> |
|--|--|

## Glasser

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>a. Observe           <ul style="list-style-type: none"> <li>- the student</li> <li>- the situation</li> </ul> </li> <li>b. Assess           <ul style="list-style-type: none"> <li>- what the teacher is currently doing</li> <li>- what success the student is having</li> </ul> </li> </ul> | <ol style="list-style-type: none"> <li>1. Confront the transgression<br/>"Stop that. The rule is..."</li> <li>2. Ask "what" questions<br/>"What are you doing"<br/>"What are the rules"<br/>"In what ways is your behavior helping you"<br/>"What is your plan"</li> <li>3. Press for plan</li> <li>4. Have student reap the consequences of plan. Use levels of isolation. Repeat steps 2, 3, 4, 5.</li> <li>5. Classroom meetings.</li> </ol> |
|--|---|

## Rules/Rewards-Punishment

## Behaviorists

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>a. Collect baseline data</li> <li>b. Decide on reinforcement</li> </ul> | <ol style="list-style-type: none"> <li>1. Normal extinction</li> <li>2. Contingency contracting</li> </ol> |
|--|--|

Table 2

PHYSICALLY AGGRESSIVE STUDENT AND TEACHER BEHAVIOR

Covert behaviors

Overt Behaviors

Rules/Rewards-Punishment  
Assertiveness

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>a. Mental rehearsal</li> <li>b. Make a plan</li> </ul> | <ul style="list-style-type: none"> <li>1. Give rules</li> <li>2. Use broken rule</li> <li>3. Carry through on plan</li> <li>4. Involve principal and if necessary the parent</li> <li>5. Give systematic rewards</li> </ul> |
|---|---|

Behaviorists

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>a. Collect baseline data</li> <li>b. Decide on reinforcement program</li> </ul> | <ul style="list-style-type: none"> <li>1. Shaping</li> <li>2. Modeling with language</li> <li>3. "Time-out"</li> <li>4. Saturation</li> <li>5. Extinction</li> </ul> |
|--|--|

Confronting-Contracting

Glasser

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>a. Observe           <ul style="list-style-type: none"> <li>- the student</li> <li>- the situation</li> </ul> </li> <li>b. Assess           <ul style="list-style-type: none"> <li>- what teacher is doing</li> <li>- what success the student is having</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>1. Reorganize classroom</li> <li>2. Confront the student with commands "Stop that. The rule is . . ."</li> <li>3. Confront the student with "what" questions in private or classroom meeting:           <ul style="list-style-type: none"> <li>"What are you doing"</li> <li>"What are the rules?"</li> <li>"In what way is your behavior helping you?"</li> </ul> </li> <li>4. Press for plan</li> <li>5. Reap the consequences</li> <li>6. Levels of isolation - repeat Steps 2, 3, 4, 5</li> </ul> |
|--|--|

## Dreikurs

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>a. Observe and collect information about student           <ul style="list-style-type: none"> <li>- with peers</li> <li>- with family</li> <li>- with other teachers</li> </ul> </li> <li>b. Ask oneself "Do I feel . . . hurt? revenge?"</li> <li>c. Recognition reflex after question</li> </ul> | <ul style="list-style-type: none"> <li>1. Questions of social goals<br/>"Do you want to know?"<br/>"Could it be that you want to hurt others?"</li> <li>2. Make a plan; protect the student from being hurt.</li> <li>3. Use the whole class for support</li> <li>4. Natural/logical consequences</li> <li>5. Encouragement</li> </ul> |
|---|--|

## Relationship-Listening

## Gordon

- 1. Verbalizing student actions

Table 3

- a. letting students know what you need.
- b. providing instruction at levels in which success is reachable.
- c. listening to what students are thinking and feeling.
- d. using HUMOR.
- e. varying your style of presentation.
- f. offering choices
- g. having high expectations.
- h. refusing to accept excuses.
- i. legitimizing misbehavior that you cannot stop.
- j. using hugs and touching in communicating with kids.
- k. being responsible for yourself and allowing kids to do so.
- l. realizing and accepting that you will not reach every kid.
- m. starting fresh every day.

Unfortunately, every researcher did not subscribe to the fresh start every day concept. Controversy was evident among the various schools of thought over which theory or method of extinguishing this topic of research was the most effective. The controversy was evidenced by Firestone (1989: 41):

The current policy environment projects a get-tough orientation, reflected in increased testing and high school graduation requirements. Such policies do introduce students to more academic content, but they risk driving out the marginal student. An emphasis on relevance and respect provides students reasons for staying in school, minimizes the forces that often encourage students to leave

and fosters an environment where their needs for belonging and recognition are met. Professionalism--involving teachers in decision making and providing desirable working conditions--creates a climate that help teachers treat students with respect.

The marginal student, mentioned in the preceding controversy sometimes became an at-risk student. An at-risk student sometimes became a discipline problem through disruptive classroom behavior. As viewed by the confronting-contracting school of thought, proposed by Glasser and Dreikurs, discipline and punishment was the focus of behavior modification. Rich (1981: 261) disagreed with this get tough approach and said:

Glasser believes that the teacher should handle disciplinary problems by helping a student plan a better course of behavior. Once a student makes a commitment to change, no excuse is accepted for failing to do so. Punishment is usually arbitrary and does not work. Discipline asks the student to evaluate and take responsibility for behavior. It is wise to have as few rules as possible and to eliminate those that fail to contribute to educational objectives. It is desirable to combine punishment with positive statements of expectations that point out what the offender should be doing, rather than what he should not do. It is important to teach the correct behavior.

Additional infighting was revealed by an attack on the assertive discipline school of thought because it also focused on punishment. Render, Padilla and Krank (1989: 72) claimed assertive discipline to be "not an effective approach". The arguments for or against a particular method or technique of handling disruptive classroom behavior went on and on. It was not the intent of this researcher to view every argument ever presented concerning extinguishing or eliminating disruptive classroom behavior, but merely to reveal the controversy within this research topic.

One final alternative found only in the vocational component of education was proposed by DeBlois (1989: 6). His idea was to employ the industry sector as vehicles for disruptive students to get a view of the real working world through:

The vocational component (of education) to show possibilities, form partnerships with business and shadow workers.

The concept of shadowing workers was the concept of one of student following an employee through a typical workday. A student followed an employee around while the employee was on the job. The employees role was to act as mentor toward the student for the day. He/she showed the student what was expected of each employee every day while on the job.

#### Summary

Potential influences that surrounded disruptive behavior were identified. Types of disruptive behavior were listed. Disruptive behavior disturbed the safety of the group and more especially the individual in the welding lab. Lesson pacing was explained. This worked initially as a start up lesson for each new nine weeks. No one behavior modification technique worked for every student. Strategies for handling disruptive behavior were listed and explained, then employed in groups of two or more. Schools of thought, with their structured approach to discipline were reviewed. Verbally and physically aggressive student behaviors were examined in detail in terms of teacher response to the



behavior with the differences between schools of thought shown. In direct contrast to the structured discipline approach was the concept of hugs and humor. Where the usage of a sense of humor and physically touching a students shoulder or arm in a gesture of caring was emphasized. Two current controversies were related to the reader. One controversy involved a get tough approach to disruptive classroom behavior. Another emphasized treating the student with respect and said that punishment was not a deterrent to disruptive behavior. Vocational education with its business-community links was proposed as a final alternative to aiding a disruptive student glimpse the real world of work through the shadowing of workers.

## CHAPTER III

### METHODS AND PROCEDURES

This chapter explained the methods and procedures of how the research was conducted. It explained the nature of the research, what two categories of disruptive behavior were most prevalent, where the disruptive classroom behavior occurred, the administrative results of the behavior and whether or not the detention, in-school suspension or out-of-school suspension was effective in extinguishing the disruptive classroom behavior. Research variables were also explained. Instrument design and use and classroom and/or lab procedures or routines were examined and explained. Statistical analysis procedures were explained. Lastly, a summary tied the research together in a broad overview of the chapter.

#### Population

The population consisted of all the students to enter and exit the 1989-90 and 1990-91 welding classes at CDC. There were forty-one students to enter the welding program during the 1989 through 1991 school calendar years. A total of twenty students started the 1989-90 school calendar year. A total of twenty-one students started the 1990-91 school calendar year. Thirteen students were present at the end of the 1989-90 school calendar year. Sixteen

students were present at the end of the 1990-91 school calendar year. Eight students either quit, graduated or moved during the 1989-90 school year. Four students either quit, graduated or moved during the 1990-91 school year. One student completed the welding program in January 1990 and subsequently left the program. One student moved to Charleston, S.C. in the middle of April 1990. One student moved to Guantanamo Bay, Cuba in April of 1991. All this transition left a total of twenty-nine students for school calendar years 1989-90 and 1990-91.

#### Research Variables

The welding teacher had no control over how many or what type of students (emotionally, mentally, or physically abused or learning disabled) were assigned to the welding class. Nor was the instructor forewarned about any student problems. This researcher was aware that a vast majority of the students at CDC were emotionally, mentally or physically abused. Teachers were encouraged, by the administration, to handle as much of any student disruptive behavior problems as possible within their classrooms. This diminished the role of administration in enforcing discipline in the classroom. So the threshold of student referral was put directly in the hands of the teacher. This was how disruptive classroom behavior came to be defined on an individual teacher determined basis at CDC Which made the definition of disruptive classroom behavior very arbitrary.

### Instrument Design

A manila letter-sized file folder was used to hold any and all information on each student. Included in the file folder was the various forms filled out by the welding teacher and the assistant principals showing the student earning detention and in-school or out-of-school suspension for disruptive classroom behavior. It was the welding classroom instructors option to record any disruptive classroom behavior and report it to the appropriate assistant principal or handle it in class as much as possible. One useful method for extinguishing and reporting disruptive classroom behavior the welding teacher employed was the use of detention. See Appendix A for a copy of the detention form. A list was made to track individual student detentions and in-school or out-of-school suspensions. In some instances the disrupting student was referred to his or her counselor by the welding instructor. One purpose for this referral was to give the student an opportunity to sign up for another class if they were not happy in the welding class. One student availed himself of this option in 1989-90. Another student took advantage of this option in 1990-91. The other purpose was to have a third neutral party reiterate to the student that disruptive behavior was not appropriate in the welding classroom because it added an uncontrollable element to an already potentially dangerous class. This avenue of referral was used if the welding teacher was certain that the students disruptive behavior was due to some influence stemming from the students home

life or if the counselor was known to have a more positive impact on the students behavior than the welding teacher. See Appendix B for the Counselor Referral Form used to inform the two counselors at CDC of disruptive behavior. Please note that this form was checked in the counselor block when referring to a counselor.

The third form, used as a last resort, was the Referral for Support Service form. This form was used by the welding instructor when all other methods of eliminating disruptive classroom behavior failed to extinguish such behavior. Once this form was filled out and sent to the appropriate assistant principal the student was automatically suspended. This was an in-school or out-of-school suspension. The type of suspension given to the offending student depended upon their attitude during the mandatory interview with the assistant principal (belligerent or reticent attitude). It might also depend upon the severity of the disruptive classroom behavior of the student. See Appendix C for this form. Please note that this form was checked in the principal block when referring to an assistant principal.

### Classroom Procedures

The welding teacher lectured at the start of every class for approximately fifteen minutes. At the end of the lecture time, the welding students proceeded to the welding portion of the two and one-half hour class. This consisted of welding to the assigned competency level for each welding joint and each welding position

posted on a welding competency chart rotated each nine weeks. The welding students were free to work the welding competencies in any order they chose. The welding teacher rotated from student to student checking on the progress or problems each one was experiencing. An hour and fifteen minutes later the class stopped for a bathroom break then returned to the welding classroom for another hour of welding. The last fifteen minutes of every class was devoted to cleaning the welding booth of dust, dirt and slag from welding for a two hour time period. The welding teacher instructed two classes for two and one-half hours per day.

#### Methods of Data Collection

Data collection methods consisted of reviewing the recorded file kept on each of the forty-one students. In the file was the form for any disruptive behavior that was displayed by the student and recorded by the teacher. The forms for detention and referral for support services were collected from each student file. The detention forms were piled in one stack. The referral for support services were piled into an in-school suspension stack and an out-of-school suspension stack. They were then separated according to school calendar year.

The number of detentions for the welding class of 1989-90 were then counted. The same was done for the welding class of 1990-91. In-school and out-of-school suspensions for each year of the study were tabulated in the same manner as the detentions.

Once the data was collected it was then organized into categories. The two most numerous categories were then examined for similarity of cause and where the disruptive behavior occurred (in the welding classroom or outside the welding classroom).

Secondly, the current methods used to discourage disruptive behavior by the school system consisted of detention and in or out-of-school suspension. These methods were examined for effectiveness of diminishing the behavior on the part of the student. By comparing the results of each category of detention and in-school and out-of-school suspension between the two years of study, a conclusion was drawn regarding the current methods of extinguishing disruptive classroom behavior.

Thirdly, two alternative ways of handling disruptive classroom behavior by a welding teacher were examined to determine their effectiveness. These consisted of an immediate referral for support services and a peer pressure point system to deter the disruptive behavior.

#### Statistical Analysis

It was found that fifteen detentions occurred among the twenty-one welding students during the 1989-90 school year. Of these fifteen detentions, twelve detentions were handed-out or administered by the welding teacher. Ten of the twelve detentions were for absenteeism on the part of the welding students. This meant that the student did not bring in a note for being absent

within forty-eight hours of being absent. Two detentions were earned for tardiness to the welding class. The other three detentions were earned outside the welding class.

For the 1990-91 school calendar year welding students earned a total of ten detentions. This year only five detentions were handed-out by the welding teacher. Four detentions were earned for absenteeism. Again, this meant the offending student did not bring in a note for being absent. One detention was earned for tardiness to class. The other five detentions were earned outside the welding class.

During the 1989-90 school calendar year forty in-school suspensions were earned by the welding students. Ten of these in-school suspensions were for failure, on the part of the welding student, to serve the earned detentions. The remaining in-school suspensions were incurred outside the welding class.

The 1990-91 welding students earned a total of forty-three in-school suspensions. Only five of these in-school suspensions were for failure, on the welding students part, to serve the earned detention. The other thirty-eight were earned outside the welding class.

In 1989-90 the welding students incurred six out-of-school suspensions. None of these suspensions were for failure to serve the required in-school suspension. All the suspensions occurred outside the welding class.

For 1990-91 the welding students earned thirty-three out-of-school suspensions. Three of these out-of-school suspensions were



earned by the welding students for failure to serve the required in-school suspension. The other thirty suspensions occurred outside the welding class.

#### Summary

The welding classes of 1989-90 and 1990-91 earned a total of twenty-five detentions. Seventeen of these detentions were handed-out by the welding teacher. The remaining eight were administered outside the welding classroom.

For 1989-90 and 1990-91, eighty-three in-school suspensions were earned by the welding students. Of the eighty-three suspensions earned, fifteen were administered by the welding teacher. Sixty-eight in-school suspensions were incurred outside the welding classroom.

In 1989-90 and 1990-91, thirty-nine out-of-school suspensions were earned by the welding students. Three of these suspensions were administered by the welding teacher. The other thirty-six out-of-school suspensions were earned outside the welding classroom.

## CHAPTER IV

### FINDINGS

The problem of this study was to determine the effectiveness of detention, in-school and out-of-school suspension in eliminating disruptive classroom behavior in an alternative high school welding class.

#### Most Often Repeated or Reported Disruptive Behavior

The findings were tabulated according to type of disruptive behavior to determine the disruptive behavior most often repeated or reported. During the 1989-90 school calendar year it was found that the number one cause of disruptive classroom behavior by the student was being given detention for not bringing in a note within 48 hours of being absent. Students were aware of this school-wide attendance requirement but would attempt to take exception to the rule regardless. Adherence to school attendance policies was mandated by the student entering CDC wherein the student signed a performance contract to be in-school on time, bring a note within 48 hours of being absent, not use profanity on school grounds and respect the authority of the teachers. During the 1989-90 school calendar year, three students had earned no detentions or in-school or out-of-school suspensions. In regard to the attempt to take exception to the attendance requirement, students would escalate

the situation by using profanity toward the teacher and the school rule. Ten out of fifteen detentions written in the 1989-90 school calendar year were for not bringing in a note within 48 hours after being absent. Ten out of fifteen detentions were not served which resulted in the student being referred to the assistant principal for discipline. This resulted in forty in-school suspensions and six out-of-school suspensions being earned by the offending students. Seven students of the original twenty-one at the start of the 1989-90 school calendar year quit CDC because of these suspensions. One student was sent back to his original high school as a result of a verbal altercation with his CDC counselor.

For the 1990-91 school calendar year, ten detentions were earned by the original twenty students. Before this school calendar year occurred, the administration decided to enforce the student tardiness policy as opposed to the teacher enforcing the tardiness policy. This meant that a student could not get into class without a blue note from the office whenever he or she was late to school. After being late to school three or more times, a student was automatically given in-school suspension. Continued tardiness and subsequent suspension resulted in out-of-school suspension. Four or more in-school suspensions within a nine weeks period resulted in one out-of-school suspension. Eight of ten detentions earned by the 1990-91 welding students were for the use of profanity in the classroom. Two detentions were for stealing tools or sodas from the classroom toolroom or classroom refrigerator. Forty-three in-school suspensions were issued to the

1990-91 welding class. Ten of these in-school suspensions were issued at the students original high school. Five in-school suspensions were administered by the welding teacher. The remaining twenty-eight suspensions occurred outside the welding classroom were for tardiness or continued tardiness.

During the 1990-91 school calendar year one student moved to carpentry, one student moved to Guantanamo Bay, Cuba and two students quit. This pared the studied group of welding students down to sixteen for the 1990-91 school calendar year.

#### Disruptive Classroom Behavior and Where It Occurred

Once the data was collected it was then organized into categories. The two most numerous categories were then examined for similarity of cause and where the disruptive behavior occurred (in the welding classroom or outside the welding classroom). The results shown in Table 4 reflected a drop in detentions from fifteen in 1989-90 to ten in 1990-91. This represented an overall reduction of thirty-three percent in detentions incurred by the welding students. In 1989-90 twelve detentions were handed-out by the welding teacher. The 1990-91 welding class received only five detentions from the welding teacher. This was more than a fifty percent drop in detentions. Thus absenteeism and tardiness improved. These were the two most prevalent categories of

## DISRUPTIVE CLASSROOM BEHAVIOR OCCURRENCES

CLASS	DETENTIONS	IN-SCHOOL SUSP.	OUT-OF-SCHOOL SUSP
1989-90	15	40	6
1990-91	10	43	33

Table 4

disruptive classroom behavior. The data also suggested that almost one-third of the time the welding student incurred detentions outside of the welding classroom (eight of the 25 detentions issued for 1989-91 were incurred outside of the welding class).

Secondly, the current methods used to discourage disruptive behavior by the school system consisted of detention and in or out-of-school suspension. These methods were examined for effectiveness of diminishing the behavior on the part of the student. The in-school detention column in Table 4 revealed a total of eighty-three suspensions for welding students. The class of 1990-91 saw a seven to eight percent increase in occurrences over the class of 1989-90. Only fifteen of the eighty-three in-school suspensions were administered by the welding teacher. The remaining sixty-eight percent occurred outside the welding class. Thus eighteen percent of in-school suspensions were received in the welding class. Eighty-two percent were incurred outside the welding class.

Thirdly, totals for out-of-school suspensions were thirty-nine occurrences. The class of 1989-90 incurred six out-of-school suspensions. The class of 1990-91 incurred thirty-three suspensions. This was an increase of over five hundred percent from 1989-90 to 1990-91. The welding teacher administered three of the thirty-nine out-of-school suspensions or between seven and eight percent of the total. Ninety-two percent of all out-of-school suspensions incurred by welding students occurred outside the welding classroom.

## Summary

The population of this study was the 1989-90 and 1990-91 CDC welding students. The number of students entering the welding program and leaving the program was uncontrollable. Forms were used to provide a record of disruptive behavior. Data was collected by using the record of disruptive behavior forms. The data was then categorized for statistical analysis. The data revealed that the welding teacher handed-out two-thirds of the detentions incurred by both welding classes from 1989 through 1991. One third of the detentions occurred outside the welding classroom.

Eighteen percent of the in-school suspensions were administered by the welding teacher. Eighty-two percent of in-school suspensions were administered outside the welding classroom.

Ninety-two percent of out-of-school suspensions were administered outside the welding classroom. The welding teacher accounted for eight percent of welding student out-of-school suspensions.

The two and one-half hour welding class consumes one-half of each welding students day. Based on the welding class time being one-half of the welding students day, the welding teacher statistically should have accounted for one-half of the detentions and in-school and out-of-school suspensions earned by the welding students. Having written sixty-six percent of the detentions earned by all welding students, perhaps the welding teachers'

definition of disruptive classroom behavior was too strict or too narrow in focus.

Eighty-two percent of in-school suspensions were administered outside the welding classroom. Statistically fifty percent should have been administered by the welding teacher. This meant that the welding students were either serving the detentions being earned (and thus not being referred for in-school or out-of-school suspensions) or the welding students rule infractions were more severe (as determined by the offending students' other teachers) outside the welding classroom. At eighteen percent of the total number of in-school suspensions administered the welding teacher was thirty-two percent below the statistical average of in-school suspensions that he should have statistically written.

An even greater discrepancy of statistical average occurred when the percentage of out-of-school suspensions administered by the welding teacher was discovered to be eight percent. This represented forty-two percentage points below the statistical average of out-of-school suspensions that the welding teacher should have statistically have written. Either the welding students were not incurring the appropriate rule infractions in the welding class to warrant out-of-school suspension or the welding students were overly zealous in their incurring the appropriate rule infractions to warrant out-of-school suspensions outside the welding classroom.



CHAPTER V  
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

The two most prevalent disruptive classroom behaviors in an at-risk high school welding class were absenteeism and tardiness from school calendar years 1989 through 1991. Failure on the students part to bring in a note from a parent or guardian within the allotted forty-eight hour time period of being absent or tardy, resulted in the student handbook prescription for absenteeism or tardiness from the welding teacher. First occurrence of absenteeism or tardiness without a note resulted in an oral warning from the welding teacher. Second occurrence of absenteeism or tardiness without a note resulted in a detention from the welding teacher. Failure on the students part to serve the earned detention resulted in a referral from the welding teacher to the appropriate assistant principal. This referral was an automatic in-school suspension of the offending welding student. Failure on the student's part to serve the in-school suspension resulted in an automatic out-of-school suspension assigned by the appropriate assistant principal.

Twenty-five detentions were earned by the welding students for school calendar years 1989 through 1991. The welding teacher wrote seventeen of these detentions. Ten detentions were written for

absenteeism in 1989-90. Four detentions were written for absenteeism in 1990-91. Two detentions were written for tardiness in 1989-90. One detention was written for tardiness in 1990-91.

Eighty-three in-school suspensions were earned by the welding students for school calendar years 1989 through 1991. The welding teacher wrote fifteen referrals resulting in fifteen in-school suspensions of welding students. Ten in-school suspensions occurred in 1989-90. Five in-school suspensions occurred in 1990-91.

Thirty-nine out-of-school suspensions were earned by the welding students for school calendar years 1989 through 1991. The welding teacher wrote a total of three referrals for out-of-school suspension. Two were written in 1989-90. One was written in 1990-91.

Clearly there was a reduction of disruptive classroom behavior (defined as absenteeism and tardiness) from school calendar years 1989-90 and 1990-91. For every category of disruptive classroom behavior there was a fifty percent or more drop in detentions earned by the welding students and in-school suspensions administered to the welding students by the welding teacher and out-of-school suspensions administered to the welding students by the welding teacher from 1989-90 to 1990-91.

## Conclusions

Disruptive classroom behavior in an alternative high school welding class dropped at a rate of fifty percent or greater from 1989-90 to 1990-1991. Enforcement of absenteeism and tardiness for school calendar year 1989-90 was the welding teachers job. In 1990-91 the enforcement of school policy for tardiness became the administrations job. Enforcement of absenteeism policy (bringing in a note within 48 hours of being absent) remained the welding teachers job. Administration enforcement of tardiness among welding students was a factor in reducing the number of welding teacher initiated punishments for disruptive classroom behavior. The students saw the welding teacher as less of an enforcer of tardiness rules and more as a teacher of welding. In a vocational welding classroom this was more in keeping with meeting the needs of the students on the part of the welding teacher.

## Recommendations

Further study of the effects of third-party school policy intervention at other alternative high schools with similar admission policies is recommended. Our society reflects this third party intervention of societal rules by the use of police and sheriff departments in the enforcement of societal folkways, morays, rules and regulations. Enforcement of traffic laws is not a part of driver education training personnel job descriptions. So

enforcement of administrative school policies should not be the responsibility of the teacher. It should be the responsibility of the school administration. Teachers should be free to teach and meet the needs of the student.

## ADDENDUM

During the summer of 1990, the school administration decided to enforce the school attendance policy (for tardiness) for the coming 1990-91 school year. Teachers were directed to not admit a student to class without the proper pass from the office when tardy. This took the burden of confrontation about student tardiness from the teacher and transferred the enforcement of the policy to a third party. Statistically the number of students earning a detention, in-school suspension, or out-of-school suspension because of tardiness dropped from nine students in 1989 to four students in 1990 or fifty-five percent.

Also this welding teacher took an Instructional Strategies class at Old Dominion University in the Occupational and Technical Studies program which taught him to use positive reinforcement in several effective ways to help in guiding the student through the learning experience. This author believed this class and his new emphasis on positive reinforcement of desired welding student behavior for 1990-91 was also a factor in reducing disruptive classroom behavior. Reinforcement of this theory was given by a substitute teacher (a former CDC auto body teacher now retired) to the administration by saying that the welding students were the best behaved students he had ever experienced at CDC.

The dropout rate for 1989-90 was seven welding students. In 1990-91 the dropout rate for welding students was two students. This author believed that administration intervention of school policies concerning tardiness was the key factor for this reduction in dropout rate. Students disciplined by the administration for tardiness complained loud and long about the administration when punished. Thus the administration and not the teacher became the focus of student anger and frustration. This gave the teacher the opportunity to redirect student energies away from anger and frustration at the administration and back on track toward welding. Had the teacher been the focus of student anger and frustration this opportunity would not have been present or at best very difficult.

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**APPENDICES**

**Appendix A: Detention Form**

**Appendix B: Counselor Referral Form**

**Appendix C: Referral for Support Service Form**

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APPENDIX A



**CAREER DEVELOPMENT CENTER • VIRGINIA BEACH CITY PUBLIC SCHOOLS**

273 N. Witchduck Road • Virginia Beach, VA 23462-6582 • 804-473-5058

DETENTION NOTICE

Date \_\_\_\_\_

Dear \_\_\_\_\_:

\_\_\_\_\_ has been assigned \_\_\_\_\_ hours of after school detention for \_\_\_\_\_.

The detention is to be served in segments of one hour per day by \_\_\_\_\_ at \_\_\_\_\_. Parents are responsible for providing any necessary transportation. If you have further questions regarding this matter, please call our office at 473-5058.

Sincerely,

Teacher

White - Student

Yellow - Teacher

Pink - Guidance (after detention served)

APPENDIX B

IS-8-30-89

<b>REFERRAL for SUPPORT SERVICE</b>		STUDENT'S NAME	CLASS/ROOM NUMBER	DATE
___ TO PRINCIPAL ___ TO COUNSELOR				
SCHOOL NAME: _____		DATE OF INCIDENT (IF APPROPRIATE)	TIME/BELL	REFERRING TEACHER'S SIGNATURE
SCHOOL ADDRESS: _____				
SCHOOL PHONE: _____				
<b>REASON(S) FOR REFERRAL:</b> ___ Disobedience      ___ Continued tardiness      ___ Skipping detention ___ Disruption      ___ Truancy      ___ Skipping class ___ Disrespect      ___ Smoking      ___ Improper language ___ Defiance of authority      ___ Fighting      ___ Attendance ___ Other Specific details: _____ _____ _____ _____ _____ _____ _____ _____		<b>ACTION TAKEN BY: ___ COUNSELOR ___ ADMINISTRATOR</b> ___ Conference with student ___ Telephoned parent ___ Conference with Parent ___ Parent-Teacher Conference ___ Counseled concerning attendance ___ Sent to Nurse ___ Assigned to ISS on _____ (date) ___ Suspended Out-of-School on _____ (date) ___ Referred case to _____ ___ Other Comments _____ _____ _____ _____ _____ _____ _____ _____		
<b>ACTION TAKEN BY TEACHER PRIOR TO REFERRAL:</b> ___ Checked student's record      ___ Conference with parent ___ Conference with student      ___ Assigned special seat ___ Consulted Counselor      ___ Sent progress report ___ Sent to Guidance for counseling      ___ Other _____ ___ Assigned detention ___ Telephoned parent		_____ Administrator/Counselor Signature      Date ___ Required      ___ Not Required _____ Parent Signature      Date <small>Office - White      Other - Yellow      Teacher - Pink      Guidance - Gold</small>		

VIRGINIA BEACH CITY PUBLIC SCHOOLS

APPENDIX C

IS-8-30-89

REFERRAL for SUPPORT SERVICE		STUDENT'S NAME	CLASS/ROOM NUMBER	DATE
<input type="checkbox"/> TO PRINCIPAL <input type="checkbox"/> TO COUNSELOR				
SCHOOL NAME: _____		DATE OF INCIDENT (IF APPROPRIATE)	TIME/BELL	REFERRING TEACHER'S SIGNATURE
SCHOOL ADDRESS: _____				
SCHOOL PHONE: _____				
REASON(S) FOR REFERRAL: <input type="checkbox"/> Disobedience <input type="checkbox"/> Continued tardiness <input type="checkbox"/> Skipping detention <input type="checkbox"/> Disruption <input type="checkbox"/> Truancy <input type="checkbox"/> Skipping class <input type="checkbox"/> Disrespect <input type="checkbox"/> Smoking <input type="checkbox"/> Improper language <input type="checkbox"/> Defiance of authority <input type="checkbox"/> Fighting <input type="checkbox"/> Attendance <input type="checkbox"/> Other Specific details: _____		ACTION TAKEN BY: <input type="checkbox"/> COUNSELOR <input type="checkbox"/> ADMINISTRATOR <input type="checkbox"/> Conference with student <input type="checkbox"/> Telephoned parent <input type="checkbox"/> Conference with Parent <input type="checkbox"/> Parent-Teacher Conference <input type="checkbox"/> Counseled concerning attendance <input type="checkbox"/> Sent to Nurse <input type="checkbox"/> Assigned to ISS on _____ (date) <input type="checkbox"/> Suspended Out-of-School on _____ (date) <input type="checkbox"/> Referred case to _____ <input type="checkbox"/> Other Comments _____		
ACTION TAKEN BY TEACHER PRIOR TO REFERRAL: <input type="checkbox"/> Checked student's record <input type="checkbox"/> Conference with parent <input type="checkbox"/> Conference with student <input type="checkbox"/> Assigned special seat <input type="checkbox"/> Consulted Counselor <input type="checkbox"/> Sent progress report <input type="checkbox"/> Sent to Guidance for counseling <input type="checkbox"/> Other _____ <input type="checkbox"/> Assigned detention <input type="checkbox"/> Telephoned parent		Administrator/Counselor Signature _____ Date _____ <input type="checkbox"/> Required <input type="checkbox"/> Not Required  Parent Signature _____ Date _____ Office - White      Other - Yellow      Teacher - Pink      Guidance - Gold		

VIRGINIA BEACH CITY PUBLIC SCHOOLS

