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A Principal's Guide: Assertive Discipline and Honors Level Management; Two Separate Behavioral Management Systems Promoting a Positive School Climate

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A PRINCIPAL'S GUIDE: ASSERTIVE DISCIPLINE AND
HONORS LEVEL MANAGEMENT; TWO SEPARATE
BEHAVIORAL MANAGEMENT SYSTEMS PROMOTING
A POSITIVE SCHOOL CLIMATE

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by
Ronald E. Gee
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A PRINCIPAL'S GUIDE: ASSERTIVE DISCIPLINE AND HONORS LEVEL
MANAGEMENT; TWO SEPARATE BEHAVIORAL MANAGEMENT SYSTEMS
PROMOTING A POSITIVE SCHOOL CLIMATE

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This principal's guide presents two separate behavioral management systems used at the middle school level. The two systems are Lee Canter's Assertive Discipline and Budd Churchward's Honors Level Management. Canter's approach is effective in the classroom while Churchward's addresses total school environment. Methods for integration of the systems, materials needed, consequences/rewards, and suggested time lines are presented.

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Background of the Project

Title:

A Principal's Guide: Assertive Discipline and Honors Level Management; Two Separate Behavioral Management Systems Promoting A Positive School Climate

Statement of the Problem:

Studies demonstrate that public schools need a behavioral management system that clearly communicates the behavioral expectations of the administration, staff, students and parents (Sprick 1986). The middle school faces the task of preparing students for transition from an elementary school setting to one of preparation for high school. Behavioral expectations must be tailored to the characteristics of the emerging adolescent in a manner that maintains a positive school environment and that is perceived as being fair by students and their parents. The task then remains for educators to find and determine which types of behavior management systems are most suitable for their particular middle school program.

Purpose of the Project:

The purpose of this project is to present two separate behavioral management systems. The two programs to be considered are Lee Canter's Assertive Discipline Program

(1986) and Budd Churchward's Honors Level Management System (1989).

Limitations of the Project:

This project will review both programs in concept and functionality while identifying strengths from each program. This is an academic exercise for the purpose of a graduate degree requirement with no further use intended. For these programs to be utilized both would need to be purchased from Lee Canter and Budd Churchward.

Question to be Answered:

Can the the two programs reviewed promote a positive climate in the middle school?

Procedure:

The procedure will consist of a literature review of both programs. Selected concepts will be extracted from both programs and analyzed as to what is most beneficial to Baker Middle School.

Definition of Terms:

1. Middle school - Coeducation grades six through eight.
2. Assertive Discipline - Developed by Lee Canter, a step-by-step approach that educators use to effectively manage student behavior.
3. Honors Level Management - Developed by Bud Churchward, a computer program focused on progressive disciplinary action.

with an emphasis placed on positive reinforcement for appropriate behavior.

Chapter two of this project will consist of a review of the related literature, chapter three will explain the procedure used in constructing the principal's guide, chapter four is the principal's guide for implementation in the middle school, and chapter five will follow with a summary, conclusions and recommendations.

Review of Related Literature

"Punishment is something you do to a child; discipline is something you do for him"

Dobson, Dare to Discipline (1970)

Chapter two will provide detailed overviews of the Assertive Discipline and Honors Level Management programs. However, it is first important to examine the necessity and reasons concerning the importance of discipline in education today.

Randall Sprick, Director of International Resource and author of the book, Discipline in the Secondary Classroom, states that teachers' polls show that the number one concern of the last 16 years is discipline (Sprick 1986). Lee Canter found that educators felt that discipline was the number one problem for the last ten years (Canter 1989). "Each year since 1969 Phi Delta Kappa has sponsored a gallop poll of the public's attitudes toward education. One question on the survey asks: 'What do you think are the biggest problems with which the public schools in this community must contend?' In the vast majority of the years since 1969, the public has listed discipline as the number one problem. Although on occasion other concerns such as drugs and gangs have been placed in the number one position, overall no other concern has come close to that of discipline" (Charles, 1989, p.4). "Numerous recent studies have listed discipline as

one of the major problems faced by classroom teachers, and it is cited as a major factor by a high number of teachers leaving the profession. It is estimated that forty percent of recently graduated teachers leave teaching within the first three years of their teaching career" (Charles, 1989, p.4).

Societal change and the subsequent student/teacher/parent conflict is a major reason why behavioral management systems are essential for a successful school climate. Students, teachers, and parents are faced with more responsibilities, pressures, and stress than ever before. Conflicts resulting from social change include behavioral problems, emotional distress, nutritional safety, and lack of communication.

According to Cook (1988) there are basically four areas of change which are creating a crisis in education today:

- (1) Graying of America; The medium age of society is on the increase. By the year 2000 fifty percent of the labor force will be over 40 and 32 million will be over 65. The U.S. spends more money on education than any other country in the world, and many of the older generation resent this expenditure especially when it doesn't bring the desired results. The older generation demands excellence and accountability for the money put into education and don't feel they are seeing the desired results.
- (2) Restructuring of the family - In 1955 sixty percent of the families consisted of father, mother and two children. Today sixty percent of the children come from one parent families. (Fifty percent receive no child support from the father.) Each day forty teenage girls give birth to their third child.
- (3) Emergence of minorities - The U.S. is rapidly becoming a nation of minorities. Twenty-five

percent of all students are presently minorities. By the year 2000, one third will be minorities. Many of these minorities do not have an adequate command of the English language, and teachers are not trained to cope with this problem. Common language is essential to communication in education.

- (4) Conflict of Values - The American Dream is becoming an unattainable goal for many of today's students. The cost of college is becoming unaffordable to many, and professional careers are becoming out of reach. The American Dream then becomes irrelevant or unachievable (Cook, 1988).

The above mentioned data demonstrates the impact of multiple social crises in the educational system and illuminates the essential need for a behavioral management system that can contribute to teacher effectiveness in the pursuit of increased academic achievement. It would behoove an effective educational administrator to be knowledgeable regarding successful behavioral management systems. Below is an elaboration of two such behavioral management systems which have demonstrated the capability to promote positive consequences in student behavior. The behavior management systems which will be explored in this study are Lee Canter's Assertive Discipline and Bud Churchward's Honors Level Management System.

Much has been written regarding Lee Canter's Assertive Discipline which has been widely accepted in schools across the nation (Charles, 1989). Assertive Discipline's main focus is to show teachers how to deal with disruptive behavior and to help students maximize their potentials. The outcome of this focus should create a new spirit and sense of purpose for both student and teacher.

The origination of Assertive Discipline came from observing master teachers and their methods. The strengths of the program include accountability, consistency, and a nonjudgmental form of discipline. Success of the program revolves around communicating expectations to the students, recognition and rewards for following expectations, and imposing consistent and sequential consequences for misbehavior.

Canter believes there are basically three ways to deal with student behavior. The first two methods are nonassertive (pleading and begging students to behave appropriately), and hostile (threatening and degrading students) are unsuccessful. The third and most effective method, which is assertiveness, is conducive to a positive environment while redirecting student behavior.

Teacher expectations of assertive discipline are based on three principles: (1) no student has the right to stop the teacher from teaching for any reason. (2) no student has the right to stop another student from learning for any reason, and (3) no tolerance of students engaging in inappropriate behavior for any reason (Canter, 1978).

The first step to formulate an assertive discipline program in the classroom is to develop a discipline plan. This can be done by the teacher alone or jointly with the students. Students need to be familiarized with all the aspects and rules of the plan. Examples include expected behavior during lecture, study period, and coming into and leaving the class. The purpose of

this plan is to eliminate problems before they begin (Canter, 1978).

Another major emphasis is the positive consequences for appropriate behavior. Students should be verbally reinforced as often as possible. This can be done through individual or group praise for the purpose of creating a positive classroom environment. Material rewards are other incentives that foster appropriate behavior. An example of this would be earning points toward a classroom party. Points could be awarded for individual or class performance. Examples of this would be the first student to get his book out earning a point. Incentives can also include school wide rewards. This takes a commitment to team work from the entire staff. School wide rewards include special awards and assemblies (Canter, 1978).

Negative consequences for misbehavior are necessary when students choose not to follow the Assertive Discipline rules. Discipline is progressive and set in order with sequential steps. It is important for the teacher to be consistent, calm but firm when dealing with misbehavior. An example of a negative consequence would be having one's name placed on the blackboard for misbehavior as a warning. If the problem continued, a check mark would go by the name along with 10 minutes detention. Two check marks would lead to more severe consequences (Canter, 1978).

More severe consequences would include 30 minutes after school, lunch time detention, in house detention, Saturday school

and suspension. Discipline squads can be formed of three or four teachers or administrators for the purpose of engaging in an assertive confrontation for a student's open defiance of the above mentioned consequences (Canter, 1978).

The second behavioral management system, Honors Level Management, centers around a computerized system focusing on positive rewards. Along with the positive focus there is a plan for progressive discipline for students not meeting the standards of the program. "It (computer) will print reports for parents, teachers and administrators. It tracks students through progressive stages of disciplinary action and notifies them of their detention assignments" (Churchward, 1989, p. 1).

Honors Level Management consists of four different levels of student behavior with all students starting on Honor Level 1. The Honor Levels are: Honor Level 1, students who seldom get into trouble (70 to 80 percent of the student body); Honor Level 2, students who have had only one or two problems within 14 calendar days (20 to 30 percent of the student body); Honor Level 3, students who have had difficulty staying out of trouble, those who have had three or four problems within 14 calendar days (5 percent or fewer of the student body); and Honor Level 4, students who have had constant behavior problems, (usually less than 5 percent of the student body).

"A system of progressive discipline uses several stages of consequences. Each one is more significant than the one that comes before it. As a student moves from stage to stage, the

disciplinary action taken by the school becomes more severe" (Churchward, 1989, p.7).

The staff is responsible for setting up the behavior standards for classroom expectations to be used by the individual teachers. The administration and staff need to identify what constitutes a demerit and what the consequences will be. This usually consists of 12 to 15 behavior expectations printed on slips by the computer and distributed for use by the classroom teachers. Classroom expectations are weighed by the seriousness of the offense. For example, chewing gum would have a demerit weight of one while a more serious offense such as teacher disrespect would have a weight of five. The total number of demerits tracked by the computer during a continually rotating 14 day period determines the honor level of each student. Determination of demerits is left up to the administrator and staff, but generally zero demerits is Honor Level 1; one to ten demerits is Honor Level 2; 11 to 20 demerits is Honor Level 3; and 21 or more demerits is Honor Level 4. Along with changes in honor levels for misbehavior, consequences occur in the form of progressive discipline. An example of this would be: first infraction, 15 minute noon detention; second infraction, 30 minute noon detention; third infraction, after school detention; fourth infraction, Saturday school; fifth infraction, in school detention possibly including suspension.

The basis of the 14 day window is time. It is a period of 14 days during which the student is given the opportunity to

change unacceptable behavior. "The mechanism for moving back to lower honor level stages is time. If a student can stay out of trouble and show that there is a general change in behavior, he or she should move to lower stages of consequence. When determining the appropriate stage of discipline, the computer will examine the record of behavior for the last 14 days" (Churchward, 1989, p.8). The 14 day window includes weekends, holidays and absences.

Demerits that a student receives drop off the record after a 14 day period. An example would be a student on Honor Level 1 who received 5 demerits for being disrespectful to a teacher on November 1. If he received no further demerits, he would return to Honor Level 1 on November 15.

Psychologists tell us the best behavior modification systems include both positive and negative reinforcement (Churchward, 1989). "An important part of the Honors Level System is the positive reinforcement in that it allows the school to encourage students to stay out of trouble" (Churchward, 1989, p.2). All students on Honors Level 1 are included on all the reward activities; Honor Level 2 students are included in most of the reward activities; however, Honor Levels 3 and 4 students are not included in any of the reward activities and stay in class or report to a detention area during the rewards. Rewards include well publicized events such as school recreation periods including music and games. An example of this could take place on a nice spring or fall day and include popcorn and cokes out on

the field. Events might include touch football, softball, and frisbee throwing. A sound system could, also, be set up. Students could choose to participate in any of these activities or simply sit in the grass and enjoy the weather. Surprise activities are spontaneous events that the staff knows about, but the students do not. Examples of these include 10 minute early to lunch, 10 minute early dismissal, or a surprise school movie. Students who have received zero demerits the entire year are called All-Stars. They may be given recognition at the end of the school year with a special assembly, honored with an All-Star dinner, or a special field trip.

Negative consequences are punishments resulting from not following the program expectations of Honors Level Management. All schools have some kind of discipline program already established, but the strong point of Honors Level computerized progressive discipline is that it hands out consistent consequences and insures that all students will be treated in the same way. "A major theme of the Honors Level model is that no matter how much trouble a student gets into, he can always get back out. Even students who find their way onto Honor Level 4, have the opportunity to work back to Honor Level 1. As the students make progress back up the ranks, teachers will be able to keep them informed as they improve their Honor Level. The computer will let the teacher know each day the names of the students who have bettered their honor level. As the teachers

see these students in the building, they can pass on this encouraging news" (Churchward, 1989, p.4).

Procedures of the Project

The method of procedure for this project is to create a useful, hands-on principal's guide applying both Assertive Discipline and Honors Level Management. Through extended research of both programs, the author concludes that Assertive Discipline's strength lies within the classroom. Honors Level Management focuses on the development of a behavioral management system on a school wide basis. Utilizing these two programs should create a school environment conducive to the students' total behavior.

The principal's guide will consist of important concepts in experimentation techniques of Honors Level Management and Assertive Discipline. These techniques will include material and mechanics, cost, staff development, key personnel, rewards, parent involvement, systems for monitoring, and evaluation. A year long calendar containing the information listed above will conclude the principal's guide.

PRINCIPAL'S GUIDE:

**ASSERTIVE DISCIPLINE
AND
HONORS LEVEL
MANAGEMENT:**

**TWO SEPARATE
BEHAVIORAL
MANAGEMENT SYSTEMS
PROMOTING A POSITIVE
SCHOOL CLIMATE**

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Principal's Guide Integrating two Behavioral Management
Systems: Assertive Discipline and Honors Level Management

Student behavior is the number one concern facing educators today (Charles 1989). Through the use of two highly regarded behavioral management programs, this principal's guide can create a positive school environment by handling discipline in a consistent, sequential manner. The two programs are Budd Churchward's Honors Level Management System and Lee Canter's Assertive Discipline. This guide will show principals how to implement these programs into the school. For these programs to be utilized both would need to be purchased from their respective authors.

MATERIALS

Both programs require a need for specialized materials. Districts may already have some of the necessary materials required; however, some will need to be ordered.

Assertive Discipline materials include the following:

- (1) Assertive discipline for Secondary School Leaders' Manual
- (2) Assertive Discipline for the Secondary School Workbooks (One for each staff member)
- (3) Assertive Discipline for Secondary School Education video cassettes which include:
"Becoming Assertive and Determining a Discipline Plan", "Putting your Discipline Plan into Action", "Dealing with Chronic and Severe Discipline Problems", and "Applying Assertive Discipline Skills to Problem Situations" (Canter 1989)
- (4) VHS video cassette player and monitor
- (5) Television

Honors Level Management materials include:

- (1) IBM or IBM compatible computer with a hard disk drive
- (2) Printer
- (3) Annual lease of program from Bud Churchward
- (4) Three boxes of standard sized computer paper
- (5) One box standard paper (detention slips)

COST

Cost of these programs will vary with the size of the rewards. Money for rewards can be requested from the Association of Student Body funds.

Assertive discipline costs include:

- (1) Phase I- leader's manual, 25 teacher packets, one Assertive Discipline text, two Assertive Discipline Resource Materials workbooks-elementary and secondary \$595.00 (plus \$20.00 postage and handling) (Canter 1989)
- (2) Phase II- four 30 minute videos showing teachers using Assertive Discipline in action, one leadership manual, 10 Phase II teacher workbooks \$ 695.00 (Plus \$ 20.00 postage and handling) (Canter 1989)
- (3) Rewards - Time is a student favorite and is free. Many of the rewards can be supplied by students and parents. (cookies, games, etc.) However, a school the size of 750 students could budget \$ 500.00 to \$ 1000.00

Honors Level Management costs include:

- (1) A standard fee of .75 cents per student per year to Bud Churchward
- (2) IBM Computer - (computer, printer, and hardware do not have to be limited to Honors Level Management) \$ 4000.00
- (3) Printer - approximately \$ 459.00
- (4) Rewards - \$ 1200.00 (Average 750 students)

STAFF DEVELOPMENT

In order for these programs to succeed, it is imperative that the staff is well informed, motivated and work as a team.

Staff development for Assertive Discipline includes:

- (1) Phase I and II-three hour sessions. These are video presentations. Basic information is contained in the first two videos. Two more advanced skills videos should be used as follow up sometime later (Canter 1989).
- (2) Discussion and overview should follow each session.
- (3) Small group activities and sharing should follow up the viewing.
- (4) Each session should conclude with a summary by the presenter (Canter 1989).
- (5) Formation of assertive advisory committee

Staff development for Honors Level Management includes:

- (1) An overview of the program by Bud Churchward including how it relates to the particular building
- (2) Staff meetings to develop school discipline objectives including demerit weighting and consequence projections
- (3) Overview and examples by school personnel in charge of the program to staff, students, and parents at staff meetings, PTA, and assemblies
- (4) Staff development on rewards
- (5) Time in faculty meetings to monitor program and to answer questions

(6) Formation of Honors Level Management
Committee

KEY PERSONNEL

Key personnel are essential for the implementation of these programs. These people need to take the time and to make a commitment to these programs.

Key personnel for Assertive Discipline are:

- (1) The presenter
- (2) The classroom teacher
- (3) The administrator
- (4) Discipline squads (made up of four teachers to handle severe discipline problems) (Canter 1989)
- (5) Assertive Discipline Advisory Committee

Key personnel for Honors Level Management are:

- (1) The operator of the computer program data processing system
- (2) The administrator in charge of rewards and discipline
- (3) Staff member to monitor detention (level, time, after school and assemblies)
- (4) Honor Level Management Advisory Committee

REWARDS

Rewards are the motivation that make these programs appealing to the students. Time and food have proven to be the most favorable rewards.

Reward ideas for Assertive Discipline include:

- (1) Class parties
 - (2) Games in class
 - (3) Field games
 - (4) Time to visit
 - (5) Extra art period
 - (6) Special field trips
 - (7) Stickers (stars, seals, etc)
 - (8) Grab bag (pencils, rulers, candy, etc.)
 - (9) No home work
 - (10) Student of the week reward
 - (11) Special guest speakers
- (Canter 1989)

Rewards for Honors Level Management include:

- (1) Time (early to lunch, early dismissal)
- (2) Last period dance in the gym
- (3) Food (popcorn, ice cream, cinnamon rolls, suckers, etc.)
- (4) Field days
- (5) Staff vs student sporting events during school time
- (6) Skating trips

(7) Special assemblies

(8) Coke/pizza coupons

(9) All stars (zero demerits) posted in the show
case

(Churchward 1989)

PARENT INVOLVEMENT

By being involved, parents better understand these programs and are able to support their children and to contribute to the success of the programs. Parent involvement for both these programs is essentially the same.

Parent responsibility should include:

- (1) Sponsoring and planning of rewards
- (2) Chaperoning of events
- (3) Familiarizing themselves with the programs to be able to communicate with their child
- (4) Working with administrators to identify and modify behavior concerns
- (5) Serving on Assertive Discipline and Honors Level Management advisory committees
- (6) Supporting administrative and teacher efforts at school

SYSTEMS OF MONITORING

Systems of monitoring will give the administration, staff, and students feed-back on how these programs are working.

Systems of monitoring for Assertive Discipline include:

- (1) Teacher presentations at staff meetings or team meetings on the number of rewards, what type of rewards, and the number of points that were earned for the reward
- (2) Documentation of student referrals to the office (the teacher who referred and the number of times)
- (3) Administrative questions at staff meetings (What have your students been doing and how have you been rewarding them?)

Systems of monitoring for Honors level Management centralize around the computer. The computer is capable of:

- (1) Monitoring each student
 - (2) Printing out each student's records
 - (3) Bringing forth which offenses most frequently occur
 - (4) Tracking movement of student from honor level to honor level
 - (5) Tracing teacher use of demerit slips
 - (6) Printing out rewards and consequences
- (Churchward 1986-1989)

EVALUATION

Evaluation is a tool to determine the usefulness of these programs in the building.

Evaluation procedures for Assertive Discipline include:

- (1) Clinical supervision in the classroom
- (2) Peer observation
- (3) Student/Teacher surveys
- (4) Administration evaluation
- (5) Teacher evaluation
- (6) Cost effectiveness
- (7) Committee feed-back
- (8) Parent Survey

Evaluation procedures for Honors Level Management include:

- (1) Administrative evaluation
- (2) Student/Teachers evaluation
- (3) Committee feed-back
- (4) Parent survey
- (5) Cost effectiveness

The calendar which follows is an example of implementing Assertive Discipline and Honors Level Management into a school year. The purpose of this calendar is to create ideas.

The dates can vary to administrative and staff needs. Some or all of these ideas can be used. So that students do not continually miss the same period of the day for class rewards, the administration needs to set up a rotation schedule.

JUNE

SUN MON TUE WED THU FRI SAT

1

* NOTE: Honors Level Management is coded HLM
 Assertive Discipline is coded AD

2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19 MEET WITH BUDD CHURCHWARD TO PURCHASE HLM	20	21	22
23	24 ORDER COMPUTER AND PRINTER FOR HLM (IF NEEDED) ORDER TAPES AND BOOKLETS FOR AD (DO THIS DURING THE LAST WEEK	25 OF JUNE OR THE FIRST WEEK OF JULY TO ENSURE ARRIVAL OF MATERIAL PRIOR TO STAFF DEVELOPMENT	26	27	28	29
30						

HONORS LEVEL MANAGEMENT/ASSERTIVE DISCIPLINE CALENDAR

JULY

SUN	MON	TUE	WED	THU	FRI	SAT
	1	2	3	4	5	6
7	8 SCHEDULE DATES WITH BUDD CHURCHWARD FOR HLM PRESENTA- TION AT STAFF RETREAT (LAST WEEK OF AUGUST)	9	10 SCHEDULE DATES WITH AD PRESENTOR FOR STAFF RETREAT (LAST WEEK OF AUGUST)	11	12	13
14	15	16	17 SCHEDULE MEETING BETWEEN BUDD CHURCHWARD AND KEY PERSONNEL, INCLUDING COMPUTER	18 PERSON DURING THIS WEEK	19	20
21	22	23	24	25	26	27
28	29	30	31			

AUGUST

SUN

MON

TUE

WED

THU

FRI

SAT

				1 HLM COMPUTER PERSON ENTERS STUDENT NAMES INTO COMPUTER	2 SEND LETTER INFORMING STAFF OF UPCOMING RETREAT	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28 STAFF RETREAT AM: OVERVIEW HLM BY BUDD CHURCHWARD PM: STAFF DISCUSSION OF HLM GOALS AND CONSEQUENCES	29 AM: DISCUSS HLM REWARDS PM: AD 3 HOUR SESSION (PHASE 1)	30 SMALL GROUP DISCUSSION AND ROLE PLAY ON AD (PHASE 1) RETURN HOME AFTER LUNCH	31

HONORS LEVEL MANAGEMENT/ASSERTIVE DISCIPLINE CALENDAR

SEPTEMBER

SUN	MON	TUE	WED	THU	FRI	SAT
1	2	3	4 STAFF DAY FORMATION OF HLM COMMITTEE AND AD COMMITTEE. REVIEW RETREAT	5 FIRST DAY OF SCHOOL	6 TEACHERS EXPLAIN AD TO STUDENTS IN CLASS	7
8	9 SCHOOL ASSEMBLY ADMINISTRATOR EXPLAINS HOW HLM WORKS AND ITS REWARDS	10	11	12	13	14
15	16	17	18	19	20 HLM HONOR LEVEL 1 AND 2 10 MINUTES EARLY TO LUNCH	21
22	23 PTA MEETING DISCUSS AD AND HLM POSSIBILITIES FOR PARENT INVOLVEMENT AND REWARD SPONSORING	24 HLM/AD ADVISORY COMMITTEES MEET (DISCUSS PROGRAM STRENGTHS, NEEDS, ETC.	25	26 AD CLASSROOM PIZZA PARTY	27	28
29	30					

OCTOBER

SUN MON TUE WED THU FRI SAT

		1	2 STAFF DEVELOPMENT AD (PHASE 2) 3 HOUR SESSION QUESTIONS SMALL GROUP	3	4 HLM HONOR LEVEL 1, FREE ICE CREAM BARS AT LUNCH	5
6	7	8	9	10 HLM, FALL FIELD DAY, GAMES ON FIELD AND IN GYM LAST PERIOD HONOR LEVELS 3 AND 4 TO DETENTION	11	12
13	14	15	16 AD, CLASS FREE TIME AND BOARD GAMES	17	18	19
20	21 PTA MEETING FORMATION OF PARENT INVOLVEMENT COMMITTEE	22 HLM/AD COMMITTEES MEET	23	24	25	26
27	28	29	30 AD, CLASS REWARD HALLOWEEN COOKIES AND FREE TIME	31 HLM, HALLOWEEN DANCE, OPEN GYM LAST PERIOD HONORS LEVEL 1 AND 2 (HL 3 AND 4 TO DETENTION)		

HONORS LEVEL MANAGEMENT/ASSERTIVE DISCIPLINE CALENDAR

NOVEMBER

SUN

MON

TUE

WED

THU

FRI

SAT

						1	2
3	4	5 AD CLASSROOM GRAB BAG	6	7	8	9	
10	11	12	13	14	15 HLM HONOR LEVELS 1 AND 2 20 MINUTE EARLY DISMISSAL (POPCORN AND COKE)	16	
17	18 PTA MEETING CHOOSE DATES FOR CHAPERONING EVENTS	19 HLM/AD ADVISORY COMMITTEE MEETING	20	21	22	23	
24	25	26	27	28	29	30	

DECEMBER

SUN	MON	TUE	WED	THU	FRI	SAT
1	2	3	4 AD SPECIAL GUEST SPEAKER FOR CLASS	5	6	7
8	9	10	11	12	13 HLM WINTER CONCERT ASSEMBLY (HONORS LEVEL 3 AND 4 TO DETENTION)	14
15	16	17	18 AD CLASS PARTY	19	20 WINTER VACATION BEGINS	21
22	23	24	25	26	27	28
29	30	31				

JANUARY

SUN MON TUE WED THU FRI SAT

			1 NEW YEAR'S DAY	2	3	4
5	6	7	8	9 HLM STAFF/ STUDENT BASKETBALL GAME LAST PERIOD (HONORS LEVEL 3 AND 4 TO DETENTION)	10	11
12	13	14	15	16	17 MARTIN LUTHER KING ASSEMBLY (HONORS LEVEL 3 AND 4 TO DETENTION)	18
19	20 MARTIN LUTHER KING DAY OBSERVED	21 HLM/AD COMMITTEE MEETINGS	22	23	24	25
26	27	28	29	30 AD CLASSROOM GAME TIME	31	

HONORS LEVEL MANAGEMENT/ASSERTIVE DISCIPLINE CALENDAR

FEBRUARY

SUN MON TUE WED THU FRI SAT

						1
2	3	4	5	6	7	8
9	10	11	12	13	14 HLM, HONORS LEVEL 1 AND 2 VALENTINES DAY SOCK HOP, OPEN GYM LAST PERIOD (HONORS LEVEL 3 AND 4 TO DETENTION)	15
16	17 PRESIDENTS' DAY OBSERVED	18	19 HLM/AD COMMITTEE MEETINGS	20 AD CLASS PARTY	21 HLM ALL-STAR DINNER (FOR STUDENTS WHO HAVE RECEIVED 0 DEMERITS TO THIS DATE)	22
23	24	25	26	27	28	29

HONORS LEVEL MANAGEMENT/ASSERTIVE DISCIPLINE CALENDAR

MARCH

SUN	MON	TUE	WED	THU	FRI	SAT
1	2	3 AD SPECIAL GUEST SPEAKER FOR CLASS	4	5	6	7
8	9	10	11 STUDENT VARIETY SHOW DURING LAST PERIOD (HONORS LEVEL 3 AND 4 TO DETENTION)	12	13	14
15	16	17 HLM/AD COMMITTEE MEETINGS	18	19 AD CLASS TIME TO WORK ON KITES (SEE APRIL 17)	20	21
22	23	24	25	26	27 HLM HONORS LEVEL 1 AND 2 10 MINUTES EARLY TO LUNCH	28
29	30	31				

APRIL

SUN

MON

TUE

WED

THU

FRI

SAT

			1	2	3	4
5	6	7	8	9	10 AD CLASS TIME TO WORK ON KITES	11
12	13	14	15 HLM HONORS LEVEL 1 AND 2 KITE FLYING ON FIELD LAST PERIOD (HONORS LEVEL 3 AND 4 TO DETENTION)	16	17	18
19	20	21 HLM/AD COMMITTEE MEETINGS	22	23	24	25
26	27	28	29	30		

HONORS LEVEL MANAGEMENT/ASSERTIVE DISCIPLINE CALENDAR

MAY

SUN

MON

TUE

WED

THU

FRI

SAT

						1	2
3	4 HLM HONORS LEVEL 1 AND 2 10 MINUTES EARLY DISMISSAL	5	6	7	8 AD CLASS COKE AND POPCORN	9	
10	11	12	13	14	15 STUDENT SURVEY OF HLM AND AD PROGRAMS	16	
17	18 PTA MEETING EVALUATION OF HLM AND AD PROGRAMS	19	20	21	22 HLM SPRING FIELD DAY LAST PERIOD, SOFTBALL, FRISBEE, ETC. (HONORS LEVEL 3 AND 4 TO DETENTION)	23	
24	25 MEMORIAL DAY	26	27	28 STAFF QUESTIONNAIRE EVALUATION OF HLM	29	30	
31							

HONORS LEVEL MANAGEMENT/ASSERTIVE DISCIPLINE CALENDAR

JUNE

SUN	MON	TUE	WED	THU	FRI	SAT
	1	2	3	4	5	6
7	8 STAFF QUESTIONNAIRE EVALUATION OF AD	9	10	11	12 HLM ALL-STAR DINNER (FOR STUDENTS WITH 0 DEMERITS FOR THE ENTIRE YEAR)	13
14	15	16	17	18	19 LAST DAY OF SCHOOL	20
21	22	23	24	25	26	27
28	29	30				

Summary, Conclusions, and Recommendations

Canter's Assertive Discipline program and Churchward's Honors Level Management program can make a positive improvement in student behavior. Assertive discipline is effective in the classroom, and Honors Level Management is effective for the total school environment. Reward incentives of both programs are essential for success.

Use of these programs allows a picture of each student's total environment. Information regarding the student is obtained from all arenas in the school; therefore, a composite picture can be drawn. Both programs are consistent, and students perceive them as being fair. Success of each program depends on the staff being united in working towards its concepts and goals. The ideal model would be to implement both of these programs as shown in the principals' guide. The author concludes that the Honors Level Management should be a component of any middle school striving to create a positive behavior and rewards system. In the event that a school does not wish to implement Canter's Assertive Discipline on a school wide basis, an alternative would be to use Assertive Discipline for new teachers or those who have continual discipline problems.

Though both programs have been successful, further study is appropriate. Several areas for further study include:

- (1) Locate a school using both programs to determine success.
- (2) Locate schools that have discontinued Assertive Discipline, Honors Level Management or both. Assess positive or negative change that has occurred as a result of that decision.
- (3) Administer a longitudinal study tracking 10 to 20 students through a middle school system to see if their behavior has improved with implementation of both of these programs.
- (4) Track the behavior of special education students who have been indentified as seriously behaviorally disabled to determine if their behavior in main stream classes has improved with implementation of both of these programs.
- (5) Determine if the number of serious behavior offenses in the school has increased, decreased or remained unchanged with implementation of both of these programs.
- (6) Determine if the implementation of these two programs decreases the number of office referrals.

These studies should be useful in determining the effects of the programs.

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