Teaching Respect: Effectiveness of the 'Me Others Property (M.O.P.) Civic Education Program'

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Many factors often undermine the creation of safe and supportive environments for learning, academic, and social development in schools in general. These factors may include the conduct of students as well as that of school staff. The Me Others Property (M.O.P.) civic education program has been implemented for 25 years in local Indiana schools. However, its effectiveness to teach respect has not been evaluated. The program was designed to increase three outcomes, participants' respect for themselves, others, and property. With the main goal of assessing effectiveness of the program properties, we evaluated the three outcomes and assessed differences according to age, gender, and ethnicity. This study highlights the role civic education programs may play in schools in general. It suggests that through these programs students, regardless of their age, gender, and ethnicity, learn values about helping self, others, and property to aid their country. More evaluation of the evidence based properties of civic education programs is necessary.

Keywords
civic education, discipline, Me Others Property, respect, common language

Program Background – Me Others Property (M.O.P.) Civic Education Program

Addressing problematic behavior remains an issue of importance in most schools. These behaviors vary in their levels of severity and prevalence. Such behaviors tend to have far-reaching consequences for school stakeholders. Disruptive behavior can affect modes of instruction and the nature of lessons in schools. Furthermore, they can undermine efforts aimed at making students' learning experiences more exciting and interesting. For example, when students have the propensity for unruly behavior and other disruptive tendencies, teachers are unlikely to include activities that will make lessons more interactive (Eliot Cornell, Gregory & Fan, 2010; Freiberg, Huzinec & Templeton, 2009). Antisocial and disruptive behaviors also make teaching, for instructors, less enjoyable. There are correlations between disruptive behavior and teacher

turnover rates (Malmgren, Trezek & Paul, 2005).

Problems of this nature, also classified as school safety, have attracted the attention of legislators. School discipline helps establish a safe and supportive environment for students. There are, however, factors, which can undermine the creation of such environments. These factors may include the conduct of students as well as school staff. Despite anecdotal evidence that, for some students, safety in school is better than their homes, the conduciveness for the relative safety of schools is threatened by student behavior trends and patterns (Eliot *et al*., 2010; Gagnon, Rockwell & Scott, 2008).

Hence, matters of school safety remain important features of legislation, such as the No Child Left Behind Act (NCLB) and Individuals with Disabilities Education Act (IDEA) (Gagnon *et al*., 2008). The NCLB Act displays the federal government's cognizance of the need for civic education programs, which ensure schools' collaborative participation with stakeholders to foster and enhance violence prevention in and around schools and learning environments for positive academic outcomes (NLCB, Sec 4002). Similarly, the Individuals with Disabilities Education Improvement Act (IDEIA) notes the critical role positive behavior interventions and supports can play in addressing the education and learning requirements of children with disabilities (IDEIA, 2004). Both acts make it clear that including programs and activities designed to manage students' behavior in school is a necessary step in achieving positive student outcomes.

As such, schools are experiencing pressures by various stakeholders, such as federal and state institutions with oversight of education, to monitor and intervene in the behavior of students in order to create atmospheres conducive to learning (Gentle-Genitty *et al*., 2014). Parents are similarly interested in the creation of stable conditions that will support learning in schools (Bradshaw, Reinke, Brown, Bevans, & Leaf, 2008). The methods and programs which can be effective in meeting these aims vary. To determine program effectiveness a review of the literature on school discipline is necessary and so is the examination of programs touted as best practice. One such program publicized as a possible best practice is the Me Others Property (M.O.P.) civic education program. Herein, we present results to determine the effectiveness of the program properties on three outcomes (increase participants' respect for themselves, others, and property). We also present differences according to the participants' characteristics (age, gender, and ethnicity). In this manuscript, we present a summary of the M.O.P. program, review of the literature, methods, findings, discussion, limitations, and future research.

The Me Others Property (M.O.P.) Civic Education Program

The Me Others Property (M.O.P.) civic education program has been implemented for over 25 years in local Indianapolis elementary schools. It was developed and named by local elementary school social worker Susan Nichter. The M.O.P program was designed to enhance the three aspects of children's civic education skills: (a) self-respect; (b) respect for others, and (c) respect for property. Nichter believes that "every day, school workers, and counselors face the challenge of encouraging children to make right choices, use appropriate decision-making, and take responsibility for their choices" (Nichter & Gently-Genitty, 2014). M.O.P. Rules is a discipline and com-

mon language focused program taught in six 30-minute lessons to students, parents, teachers, administrators and any other community partner about how to live well and make right choices. The 'M' in the program is Me, 'O' is Others, and 'P' is Property. If you answer 'yes' to any of the questions of "can this harm me, can this hurt others, or can this hurt property?" the person is advised not to do the act. If they have already committed that act however, they are strongly encouraged to use the 4A's to correct the mistake or seek amends. The 4 A's are a response mechanism used when a person has broken the M.O.P. Rules. They must Admit, Apologize, Accept, and seek Amends. This latter component was not evaluated in this manuscript.

The M.O.P. program is low-cost and can be taught in and outside of the classroom for persons from 5 years old into adulthood. The M.O.P. name enables easy recognition and use in every action and decision-making. M.O.P. can also be thought of as a climate improvement program focused on right and wrong choices and classroom/school management. With six tenets, it is a viable civic education program because:

1) It is based on core values such as honesty, responsibility, and respect;
2) It is easy to implement and reinforce;
3) It allows all constituents to speak the same language;
4) It encourages thought, action, and atonement;
5) It focuses on attachment instead of isolation, and
6) It blends with behavior plans currently used.

The M.O.P. Rules and 4A's response mechanism offer a window into how we can strategically train to foster a difference in this and the next generation. It begins by highlighting the "storms" of life encountered daily and uses a discussion platform to discuss decision-making steps to make right choices, steps to respond when we make wrong choices, the hardest time to follow the M.O.P. Rules, and dialoguing about making right choices during life events. Students begin by learning the MOP Rules (over the page).

Review of the Literature

The management of students' behavior requires good disciplinary interventions and measures. Discipline is a perquisite for a good academic environment. It is also necessary for excellent learning outcomes. Discipline in the school environment helps establish the conditions for students' growth and success (Benshoff, Poidevant & Cashwell, 1994).

However, student behavior management can be a complicated process. In some instances, student misconduct may serve as a further indication of a more serious yet unidentified problem. It is, therefore, inadequate to define or classify student misconduct simply by what is seen. Determining the very issues that need to be addressed can be problematic. It can be misleading simply to define behaviors by what they look like (Barbetta, Norona & Bicard, 2005). Again, efforts at addressing problem behaviors in order to understand the cause of a problem by asking students the reasons for their actions may also not yield the best results. This is because students may sometimes fail to, or may not be able to, articulate fully what the real reasons are. In some cases, this may be because they themselves are even unaware of the underlying factors of their misbehavior (Barbetta *et al*., 2005). The issue of discipline in schools can be contentious and has often been subject to debate (Benshoff *et al*., 1994).

The point of contention often centers on the effect of

The M.O.P. Rules

The "M" stands for ME in the M.O.P. Rules
And the question you ask is just this,
"Could this hurt ME or get ME in trouble?"
Just follow the M.O.P. (spell out) Rules!

That means that I should not do anything
that puts me in danger.
Like playing in the street…
Using drugs…
Or leaving with a stranger.

It also means that I should do my best
to not "lose my cool"
and always make sure that
I follow the "M" Rule.

I don't want to create a "storm" for me,
So I will not lie, hit or destroy property.
Never teasing or telling lies, is a must.
Because if I do, I will lose respect and trust.

The "O" stands for think about OTHERS.
And the question you ask is just this,
"Could this hurt OTHERS or get OTHERS in trouble?'
Just follow the M.O.P. (spell out) Rules.

That means that I should think about
the feelings of others.
And not make fun of their sisters,
friends or mothers.

It also means that I should respect
their property, bodies, and space.
And that I should never make fun of their face.

I must not hurt other's feelings or their body
Kicking, hitting, pinching, or pushing are all things that
are naughty.

The "P" stands for think about PROPERTY.
And the question you ask is just this,
"Could this hurt somebody's property?"
Just follow the M.O.P. (spell out) Rules?

PROPERTY is a "thing" like your
Toys…
House…
Desk or
Clothes…

It belongs to you, your parents, or others—
And even the property that belongs to your sisters and
brothers.

That means that I should be careful
And treat each item with respect.
I shouldn't throw things on the floor—
or even slam a door.

I should return things that I borrow in as good or better
shape than it was before.

The M.O.P. Rules help us to make choices
that are right.
And to avoid one of the "storms" of life.
But the only way that they work
is if we stop and think about those
that we might hurt.
And if you answer "yes" to even one of the three,
Don't do it!
Don't do it!
Don't do it!
So that you and others can live happily

(Nichter & Gentle-Genitty, 2014)

some disciplinary measures on students. This stems from the fact that the impact of disciplinary action extends beyond behavior control. The particular approach to discipline employed in any instance can have widespread impact, negatively and positively, on the overall development of the student. A wrong approach may be counterproductive by causing the problem to escalate rather than subside. Again, a wrong approach may undermine a student's self-esteem and worth, whereas dealing with problem behaviors in a good way can bolster a student's confidence (Benshoff *et al*., 1994; Hyman,1996). This is an important point to note because the essence of discipline is to ensure proper growth and development (Benshoff *et al*., 1994; Irwin, 1996).

Understanding the Complex Nature and the Need for School Discipline Programs

Our society has become increasingly violent (Leone, Mayer, Malmgren & Meisel, 2000; O'Keefe, 1997). There have been extreme incidents of violence in schools across the country. Students who are purported to have been bullied or abused by their peers have sometimes reacted violently. In extreme cases, such violent responses have included incidents of shooting (Leone *et al*., 2000). With consideration of the increasing levels of violence and anti-social conduct in our society and the different levels of risk students face, school personnel and service providers are utilizing new methods to meet students' needs (Hyman, 1996; Kelly *et al*., 2010). The increase in punitive methods has not done much to improve the situation. Punitive measures do not necessarily result in positive behavioral outcomes for students. Some of the measures being used to address students' problems have only resulted in increases in the dropout and incarceration rates of students (Gagnon *et al*., 2008). Models that see punitive sanctions as the answer to misbehavior fall into the category of obedience models (Benshoff *et al*., 1994). These are based on setting rules for permissible and impermissible conduct. A breach of the rules is met with punishment.

Discipline models and programs are variously categorized or named. Benshoff and colleagues (1994) mention two broad categories: **obedience** and **responsibility** models. **Obedience models** offer students instruction and direction on acceptable and unacceptable conduct. Punishment is considered an adequate response for wrong conduct. **Responsibility models** on the other hand, focus on increasing a student's sense of responsibility and their locus of control. Locus of control refers to the degree of control individuals believe they have over their actions and events that affect them (Benshoff *et al*., 1994; Kee Tony, 2003). Thus, students are encouraged to take ownership of their actions and behavior. School staff, mainly counselors and teachers, works collaboratively with the students to help them develop that sense of responsibility (Benshoff *et al*., 1994).

Punitive measures do not necessarily result in positive behavioral outcomes for students

School discipline models have a long history and continue to evolve over the years. These models have differed in their emphasis and focus (Benshoff *et al*., 1994; Hyman, 1996). There is a push for disciplinary measures which do not use corporal punishment (Hyman, 1996). Thus, in the evolution of school discipline programs, models of discipline have shifted from having teachers principally in charge of controlling or addressing student behavior to models where school discipline is regarded as a collaborative effort involving the student and school personnel (Benshoff

et al., 1994; Malmgren *et al*., 2005). In some settings and situations, the collaborative efforts to promote positive behavior, are also organized across agencies and professions with the engagement of several professionals such as school counselors, social workers, and school psychologists (Cucarro & Geitner, 2007; Gagnon *et al*., 2008).

Some of these models are Assertive Discipline, which was developed by Lee and Marlene Canter, Logical Consequences, developed by Rudolf Dreikurs, and Teacher Effectiveness Training, developed by Thomas Gordon (Malmgren *et al*., 2005). The focus herein merges all three models to assert that discipline, responsibility, and consequence make for effective programs like M.O.P. The Assertive Discipline model belongs to the category of obedience models. In this model, the teacher is the principal architect of the disciplinary system (Malmgren *et al*., 2005; Swinson & Cording, 2002). The Logical Consequences model and the Teacher Effectiveness Training models belong to the category of responsibility models. The Logical Consequences model is premised on the assumption that students' misbehavior is often an attempt at getting attention and covers a craving for acceptance. This model, therefore, encourages acceptance of students through affirmative relationships. The Teacher Effectiveness Training model, like the Logical Consequences, tends to emphasize students' responsibilities and power to regulate their own behavior (Malmgren *et al*., 2005). A variety of actions continue to be adopted by schools to ensure that students acquire and exhibit good behavior while instilling a sense of responsibility (Barbetta *et al*., 2005; Hawken, MacLeod & Rawlings, 2007). The M.O.P. program espouses to do this especially at the elementary school level.

Student Characteristics, Culture, and Early Childhood Experiences

An awareness of underlying cultural factors behind student behavior is essential (Elliot *et al*., 2010). Some programs fail to incorporate measures that cater to individual traits and characteristics (Gagnon *et al*., 2008). It is important to take note of students' experiences and understand the nature of their relational interactions in their immediate environments outside school (van Tartwijk, den Brok, Veldman & Wubbels, 2009). Experiences external to the school setting still continue to influence behavior displayed in school. The factors tend to impact student compliance and conformance to rules (Skiba & Peterson, 2000). For instance, students from less adequately functioning homes and environments may view the school or classroom as an extension of their problematic settings. Therefore, they may replicate behavior patterns from their poor functioning environments. Their interactions with teachers, classmates/students, and school authorities may be viewed as similar to occurrences at home. There may not be a fit between their perceptions of social interactions in school versus home (Skiba & Peterson, 2008).

Children's upbringing and early experiences of social interactions tend to influence how they interact later in life. Children develop a construct of how relationships and interactions should be based on these early experiences (Allen *et al*., 2002; Mikulincer & Shaver, 2007). They develop a template of human behavior and social interactions, which may be at variance with what pertains in places outside their immediate environments. This affects how they navigate other social systems including the school (Gregory,

Skiba, & Noguera, 2010; Skiba & Peterson, 2008).

To inform of the overall goal of this section, we offer a presentation of the variety of experiences which influence the discipline situation in schools and society. Rubin (2007) in a study on the development of young people's civic identities and engagement in matters of civic concern, revealed that what may sometimes be considered apathy and a lack of interest by students in matters of civic concern, may well be a conscious response based on their experiences. Besides student characteristics, other factors influence school discipline. Some disciplinary measures exhibit an inherent risk of racial bias (Skiba & Peterson, 2008). Racial minorities such as African-American, Hispanic and Native American students receive higher disciplinary sanctions (Gregory *et al*., 2010; Gregory & Weinstein, 2008). Some schools continue to implement problematic and ineffective programs because they have limited alternatives and options (Skiba & Peterson, 2008). There is no consensus among scholars on the extent to which racial prejudice and bias accounts for the high number of minorities in the juvenile justice system (Nicholson-Crotty, Birchmeier, & Valentine, 2009).

Available literature also suggests that the disciplinary measures meted out to students impact subsequent involvement in the justice system. Some scholars suggest that unjust and discriminatory disciplinary measures can result in negative self-fulfilling prophecies on the part of students (Nicholson-Crotty *et al*., 2009). Furthermore, as revealed by developmental theories such as attachment theory, early childhood experiences can influence development and growth outcomes (Allen *et al*., 2002). These experiences also include disciplinary practices. Unfair and discriminatory practices, and stigmatization and labeling can result in situations where children grow up to assume those identities. Children who are cited repeatedly for behavioral infractions in school are more likely to have conduct disorder and show signs of maladjustment later on (Nicholson-Crotty *et al*., 2009; Sprague, Walker, Stieber, Simonsen, Nishioka, & Wagner, 2001).

Effectiveness of Research and Evidence-Based Interventions

In a bid to ensure positive outcomes, a relatively recent trend is the use of research-based interventions to address students' behavior and academic issues (Irwin, 1996; Kelly *et al*., 2010). There is increasing appeal for interventions to be developed based on empiricism. The use of data-informed interventions and practices continues to garner support (Kelly *et al*., 2010). The APA Presidential Task Force on Evidence-Based Practice (EBP) suggests that the utilization of EBP in schools can help boost students' psychological wellbeing and create the grounds for productive learning outcomes (American Psychology Association, APA, 2006). The criteria used in this case to determine EBP is the APA's criteria for assessing treatment guidelines. According to this group, Evidence Based Practice refers to the use of research to inform practice. The criteria comprised of two main factors: **treatment efficacy** and **clinical utility**. Treatment efficacy refers to "a valid ascertainment of the effects of a given intervention as compared with an alternative intervention or with no treatment, in a controlled clinical context" (APA, 2002, p. 1053). Clinical utility often refers to ... "the generalizability of the intervention across settings and the feasibility of implement-

... disciplinary measures meted out to students impact subsequent involvement in the justice system.

ing the intervention with various types of participants and in various settings" (APA, 2002, p. 1056). There are other elements of the criteria, which include consideration for group and individual differences, use of research evidence, and consideration of characteristics peculiar to those to whom the intervention is applied (APA, 2006). As this is the first phase of the M.O.P. program assessment, herein we only assess for the effectiveness of the program outcomes of respect for self, others, and property. The aspects for evidence-based properties propose next steps.

Methods

Participants and Procedure

While the M.O.P. program has been offered to thousands of students, principals, school social works, and community partners and has received strong positive feedback, its outcomes assessments have yet to be evaluated. With a call for more data-informed practices in program interventions, the study aimed to assess the initial effectiveness of the MOP program. Data were collected from second and third graders who participated in the M.O.P. program at two local elementary schools, where the program has been implemented for more than 10 years. For this study, the pre-experimental design was used to evaluate the effectiveness of the M.O.P. program. After completing the program, a 50-item survey was administered to a convenience sample of 70 participants in attendance on the day of the survey. For second and third graders the school social workers read the survey to them and asked them to color in a choice.

Approximately, 52% of the participants were girls; 48% were boys. About 32% of the participants were students aged 6-8 years while more than 68% were those aged 9-11years. In addition, White students consisted of about 76% of the sample; more than 24% were non-White students. For this study, a pre-experimental design was used to evaluate the effectiveness of the M.O.P. program.

Measure

The M.O.P program was designed to enhance the three aspects of children's civic education skills: (a) self-respect; (b) respect for others, and (c) respect for property. The outcomes were measured using the assessment tool developed in this study. It involved three subscales to measure the level of respect for themselves, others, and property. All the items in this instrument were rated on a binary score (yes-1, no-0) so that lower grade students completed the survey in a more user-friendly way. The summed scores of each subscale were calculated to represent the overall respect for themselves, others, and property respectively. (See Survey in Appendix 1)

Self-Respect. *This outcome was measured by the sum of 11 binary items that asked whether the participants respect their emotion, choices, and actions (Question b1-11).*

Respect Other*. The sum of 11 binary items was used to measure the level of respect for others as to whether they respect or do not hurt others (Question b12-22).*

Respect Property. *This outcome was measured by the sum of five binary items asking whether they hurt their own or classmate's property (Question b23-27).*

Analysis

With the main goal of assessing effectiveness of the outcome properties, we evaluated for the three outcomes (increase participants' respect for themselves, others, and property) and

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Table 1
Outcomes of the M.O.P. Program

Outcomes (n=70)	Mean	SD	Minimum	Maximum
Self-Respect	10.07	1.32	6	11
Respect for Others	10.41	1.27	6	11
Respect for Property	4.91	.28	4	5

assessed differences according to the participants' characteristics (age, gender, and ethnicity). Descriptive statistics were performed to evaluate the overall outcomes of the program. In addition, an independent samples t-test was conducted to examine the differences in the three outcomes according to the participants' characteristics.

Results

Overall Outcomes of the M.O.P. Program

Table 1 presents descriptive information about the major outcomes of the M.O.P. program. In general, the participants in this program reported higher levels of respect for themselves, others, and property. The mean score of self-respect was 10.07 (SD = 1.32) and respect for others was 10.47 (SD = 1.27), with a range from 0 to 11. Finally, the participants' total scores on respect for property averaged 4.91 (SD=.28) out of 5.

Outcome Difference by Participants' Characteristics

As discussed above, the effectiveness of the intervention for children's civic education skills tended to differ by their individual characteristics such as age, gender, and ethnicity. Furthermore, it is necessary to examine individual or group differences in the effectiveness of an intervention according to participants' characteristics. The difference tests, particularly the t-test was used below to demonstrate the applicability of the intervention to individuals with diverse characteristics (APA, 2002).

Outcome Difference by Age

The independent samples t-test revealed no significant differences in the three outcomes between a younger group aged 6-8 years and an older group aged 9-11 years. The mean score of self-respect of the younger group (M = 10.45, SD = 1.06) was higher than that of the older group (M = 9.90, SD = 1.40). Similarly, the younger group (M = 10.64, SD = 1.05) was more likely than the older group (M = 10.31, SD = 1.36) to have a higher level of respect for others. Finally, the

Table 2
Independent Samples T -Test for Outcome Difference by Age

	6-8 (n=22) M(SD)	9 and older (n=48) M(SD)	t	p (2-tailed)
Self-Respect	10.45 (1.06)	9.90 (1.40)	1.66	.101
Respect for Others	10.64 (1.05)	10.31 (1.36)	.992	.325
Respect for Property	4.95 (.21)	4.90 (.31)	.807	.423

Table 3
Independent Samples T -Test for Outcome Difference by Gender

	Girl (n=36) M(SD)	Boy (n=33) M(SD)	t	p (2-tailed)
Self-Respect	10.22 (1.44)	9.88 (1.19)	-.1.08	.286
Respect for Others	10.69 (.82)	10.10 (1.59)	-1.97	.056
Respect for Property	4.94 (.23)	.4.88 (.33)	-.959	.341

younger group's score on respect for property was 4.95 (SD = .21) as compared with the mean score of 4.90 (SD = .31) of the older group. (See Table 2) This result suggests that the participants in this program, regardless of their age, perceived high levels of respect for themselves, others, and property. However, participants aged 6-8 tended to report more positive outcomes than the group aged nine and older.

Outcome Difference by Gender

In general, both boys and girls in this program indicated high scores on respect for themselves, others, and property (See Table 3). For example, the girls' score on self-respect was 10.22 (SD = 1.44) while the boys' score was 9.88 (SD = 1.19) on average. The girls reported higher levels of respect for others (M = 10.69, SD = .82) than boys (M = 10.10, SD = 1.59). Finally, on average, the girls scored 4.94 (SD = .23) on respect for property (boys: M = 4.88, SD = .33). These positive outcomes were not significantly different between them. However, the scores on all the three outcomes of girls were slightly higher than those of boys.

Outcome Difference by Ethnicity

Similar to the results above, the three positive outcomes were not significantly different between White and non-White groups (see Table 4). The White group's mean scores of respect for others and property were 10.42 (SD = 1.37) and 4.92 (SD = .27) respectively, as compared with the non-White group's the mean score of respect for others (M = 10.41, SD = 1.06) and respect for property (M = 4.88, SD = .33). Conversely, the mean score of self-respect of the non-White group (M = 10.24, SD = .83) was higher than that of the White group (M = 10.01, SD = 1.45). Nevertheless, the White participants indicated slightly higher levels of respect for others and property, but lower levels of self-respect than the non-White participants.

Discussion

Children spend more than eight hours of their waking

Table 4
Independent Samples T -Test for Outcome Difference by Ethnicity

	White (n=53) M(SD)	Non-White (n=17) M(SD)	t	p (2-tailed)
Self-Respect	10.01 (1.45)	10.24 (.83)	.584	.561
Respect for Others	10.42 (1.37)	10.41 (1.06)	-.009	.993
Respect for Property	4.92 (.27)	4.88 (.33)	-.534	.595

hours in the school environment. As such, schools have a responsibility to teach more than academic content. They must ensure that the citizenry in their care learn responsibilities for self, others, and property. This portion of the curriculum is often implicit. What we have found herein, if a specific responsibility or value must be taught, such as respect for self, others, and property, a civic education program is the best route for such trainings. This is relevant in understanding how to relate to children and youth. This audience thrives on a model that is consistently enforced from the top down, where all are committed, and parents are aware. They want to be accountable with rewards and consequences. Doing this well in earlier grades provides youth with relevant values for the future. A citizenry with no value of respect for themselves, others, and property in general may lend itself to a lawless country with no form of control other than more prisons.

With the main goal of assessing what properties of the M.O.P. program met evidence properties, we were unable to prove it as such because of the lack of a comparison group. We were, however, able to evaluate three outcomes (increase of participants' respect for themselves, others, and property) and assessed differences according to the participants' characteristics (age, gender, and ethnicity). The results suggest that this program's components were effective in increasing respect for themselves, others, and property for all participants regardless of their personal differences. Therefore the M.O.P. program can be used in any school to help increase the implicit curriculum of respect for self, others, and property. More comparative research is needed to compare the positive outcomes of M.O.P. to a non-M.O.P. program group to determine its overall effectiveness as an evidence based program. Therefore, it can be suggested that all participants involved in the M.O.P program benefited, with increased scores in respect for self, others, and property regardless of their age, gender, and ethnicity. This research provides preliminary evidence that supports the effectiveness of all components of the M.O.P. program. Finally, this research provides baseline data that can continue both to track long-term effectiveness of the M.O.P. program and to be used to improve practice outcomes.

Obstacles/Limitations

Although this study suggests a positive correlation between involvement in the M.O.P. program and the three outcomes, this study cannot rule out a possibility that the cause and effect relationship could have been influenced by other factors. This is also true because of the use of a pre-experimental design, which used no assigned control group and where the outcomes were measured at a single point in time — after the program. In addition, given the fact that language is important in the teaching of this program, it needs to be considered that this may have had a testing effect on the students and thus caused them to score higher than is reflective of their behavior. For instance, students may want to make themselves look good according to current social norms, such as those which the M.O.P. program espouses. Finally, because this study aimed to assess two grades of students who received the program, it necessarily lacked random sampling. Therefore, we cannot generalize to the larger population without further research.

Future Research

To further establish the M.O.P. program as an effective EBP and be able to

generalize it to a larger population, further research is needed. Further research may focus on comparing students who have participated in the program to those who have not. Other factors to consider may include evaluating the program in a variety of school settings, with different demographics, and in different waves. As previously stated, the earlier the program is introduced in the school, the better it works. This study also showed that the effects of the program were greater for the younger group than the older group, although the differences were not statistically significant. Research, however, is needed to confirm this belief with data from multiple waves of assessment. In addition, triangulation through different means of testing would strengthen the validation of the findings, perhaps through standardized measurements or the use of other records such as school discipline reports and attendance.

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Appendix 1
M.O.P. Assessment Survey

M.O.P. Student Assessment

Mark as shown: ☐☒☐☐☐ **Fill in the correct answer with an 'X' as shown. USE PENCIL or BLUE/BLACK INK**
Correction: ☐■☐☒☐ **If you make a mistake, fill in that entire box solidly, then put an 'X' in the correct box**

Introduction: You have been selected to take this assessment because you were a part of the M.O.P. Rules and 4 A's program in your school. The purpose of this assessment is to learn if the M.O.P. Rules and 4 A's program is helpful to you, the other students, your parents, and the adults in your school.

Assessment Agreement
The answers you give will be combined with other students' answers. The assessment results will be shared with your school, other schools, principals, social workers, counselors, students and anyone interested in the M.O.P. Rules and 4 A's program. You do not need to put your name on this assessment.
Being a part of this assessment/study is voluntary. If you agree to be in this study, please answer all of the questions

A. Exposure Questions: Mark the answer(s) you think is correct.

a1. What grade(s) were you in when you learned about the M.O.P. Rules and 4 A's?
☐ Kindergarten ☐ 1st
☐ 2nd ☐ 3rd
☐ 4th ☐ 5th

a2. Most of my friends and classmates have been a part of the M.O.P. Rules Program.
☐ Yes ☐ No

a3. **(Mark the best answer)**: How many times did you have the M.O.P. rules in a class?
☐ 2 ☐ 3 ☐ 4 ☐ 5 or more

a4. **(Mark all that apply)**: Who taught you the M.O.P. rules?
☐ Teacher ☐ Principal
☐ Social Worker ☐ Other

a5. **(Mark all that apply)**: Who reminded you about the M.O.P. rules?
☐ Teacher ☐ Principal
☐ Social Worker ☐ Other

B. Quality Assessment Questions: Part I: Mark the answer you think is correct.

(Respect Me) The M.O.P. Rules and 4 A's program helped me:

b1. To be honest ☐ Yes ☐ No
b2. To admit the wrong choice that I made, or my part in the conflict ☐ Yes ☐ No
b3. To stop and think before I speak or act ☐ Yes ☐ No
b4. To accept the consequences caused by my actions ☐ Yes ☐ No
b5. To make right choices ☐ Yes ☐ No
b6. To be responsible for my actions ☐ Yes ☐ No
b7. To speak with respect and kind, "velvet" words ☐ Yes ☐ No
b8. To respect myself ☐ Yes ☐ No
b9. To control my negative feelings and emotions ☐ Yes ☐ No
b10. To learn self-discipline ☐ Yes ☐ No
b11. To avoid actions that will hurt me or get me in trouble ☐ Yes ☐ No

B. Quality Assessment Questions: Part I: Mark the answer you think is correct.

(Respect Others) The M.O.P. Rules and 4 A's program helped me:

b12. To not steal ☐ Yes ☐ No
b13. To not bully ☐ Yes ☐ No
b14. To follow the rules ☐ Yes ☐ No
b15. To not fight ☐ Yes ☐ No
b16. To not lie to others ☐ Yes ☐ No
b17. To not use bad language ☐ Yes ☐ No
b18. To think about feelings of others ☐ Yes ☐ No
b19. To not hurt others or get others in trouble ☐ Yes ☐ No
b20. To apologize to others for my mistakes or wrong choices ☐ Yes ☐ No
b21. To accept the consequences for what I did wrong ☐ Yes ☐ No
b22. To make amends (do something to make it better) when I make wrong choices ☐ Yes ☐ No

Please continue on the other side

SAMPLE

Appendix 1
M.O.P. Assessment Survey (continued)

B. Quality Assessment Questions: Part I: Mark the answer you think is correct.

(Respect Property) The M.O.P. Rules and 4 A's program helped me:

b23. To not hurt my property ☐ Yes ☐ No

b24. To not hurt my classmates or friends' property ☐ Yes ☐ No

B. Quality Assessment Questions (Cont.): Part I: Mark the answer you think is correct.

b25. To not hurt the property that belongs to my school ☐ Yes ☐ No

b26. To be careful with private or public property ☐ Yes ☐ No

b27. To return borrowed things as good shape as they were ☐ Yes ☐ No

C. Quality Assessment Questions: Part II: Mark the answer you think is correct.

I like the M.O.P. and 4 A's Program because:

c1. It helps me know how to make right choices ☐ Yes ☐ No

c2. It helps me know how to make friends ☐ Yes ☐ No

c3. It helps me know how to take care of property ☐ Yes ☐ No

c4. It helps me think about the consequences before I make a wrong choice ☐ Yes ☐ No

c5. It helps me to know what to do after I make a wrong choice ☐ Yes ☐ No

c6. It is easy to use ☐ Yes ☐ No

c7. It helps me be a better student ☐ Yes ☐ No

c8. It gives me words to talk about my mistakes ☐ Yes ☐ No

c9. I can use it at home ☐ Yes ☐ No

c10. I can use it at school ☐ Yes ☐ No

C. Quality Assessment Questions (Cont.): Part II: Mark the answer you think is correct.

I like the M.O.P. and 4 A's Program because:

c11. Everyone can use it ☐ Yes ☐ No

c12. When everyone uses M.O.P. to talk about my behavior, I know what they mean ☐ Yes ☐ No

c13. When my friends use the M.O.P. Rules, then they do not get into trouble ☐ Yes ☐ No

c14. It helps me explain my behavior to my teachers or principal ☐ Yes ☐ No

c15. The M.O.P. program helps me explain my behavior to my parents ☐ Yes ☐ No

c16. It helps me to talk about my wrong choices with my friends ☐ Yes ☐ No

c17. The M.O.P. program helps me take responsibility for my choices ☐ Yes ☐ No

c18. When my consequenoes are explained using M.O.P. and the 4 A's I do not get upset ☐ Yes ☐ No

D. Demographic Information Questions: Mark the answer you think is correct.

d1. Age:
☐ 6-8 yrs ☐ 9-11 yrs
☐ 12-14 yrs ☐ 15 and older

d2. Sex:
☐ Boy ☐ Girl

d3. Grade:
☐ Kindergarten ☐ 1st
☐ 2nd ☐ 3rd
☐ 4th ☐ 5th
☐ 6th ☐ 7th
☐ 8th ☐ 9th and above

d4. Ethnicity (mark one):
☐ American Indian or Alaskan Native
☐ Black or African American
☐ Native Hawaiian or Pacific Islander
☐ Asian
☐ White - Non Hispanic
☐ Hispanic
☐ Other

d5. School:
☐ Eden Elementary
☐ Harris Elementary

The End

d6. Have you been in trouble before? ☐ Yes ☐ No

d7. Have you been suspended before? ☐ Yes ☐ No

d8. Have you served detention before? ☐ Yes ☐ No

d9. Have you been expelled from school before? ☐ Yes ☐ No

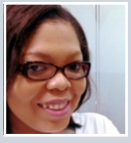
d10. Have you missed a lot of school ☐ Yes ☐ No

SAMPLE

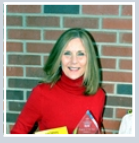
Dr. Carolyn Gentle-Genitty
is an Assistant Professor and Director of the Bachelors of Social Work Program at Indiana University School of Social Work. She is a burgeoning national expert on truancy and the developer of the copyrighted Perception of School Social Bonding (PSSB) instrument; an assessment tool to determine levels of bonding and impact on school outcomes. She has over 20 years of expertise in youth development and antisocial behavior, teaching, model and curriculum development, and theory. As an international speaker, published book and journal author, and app developer, her work can be found in peer reviewed journals, online in invited blogs, LinkedIn, magazines, newspapers, books, and in the app store ("101 Theory"; "Guide to Social Work").

Jangmin Kim
is a conceptual framework research assistant and PhD candidate at Indiana University School of Social Work. His research interests include school-community collaboration, youth participatory action research and civic engagement, and social justice-oriented interventions for educational equity and student development. He has two Masters degrees. The first from Portland State University and the second from Chonbuk National University. He also has a Bachelors degree from Jeonju University, Korea.

Christy Gauss
is an engaged and active research student completing a Masters degree in Social Work with an emphasis on Schools. She is active in policy and all issues related to children and their academic and social routes for success. She served as a research assistant with Dr. Gentle-Genitty and presented portions of this work in a poster session.



Tracy Cudjoe
is an international student from Trinidad and Tobago who completed her MSW at Indiana University School of Social Work. She served as a research assistant with Dr. Gentle-Genitty, presented portions of this work in a poster session, and is interested in scholarly work with children and youth.



Susan C. Nichter, LSW
is a 25-year old veteran school social worker, now retired and still making an impact at Christ the King School. She has been a pioneer in children's civic education on decision-making and M.O.Pping up wrong choices. She is the co-author and creator of the award winning M.O.P. Rules program. She is available to speak to schools and students worldwide. The program was designed to respond to school discipline and values in schools.

Isaac Karikari
is a budding research scholar, research assistant, and PhD candidate at Indiana University School of Social Work. He is actively engaged in international development, multicultural studies, and civil society organizations. He is generally interested in child welfare issues, and his current particular interest is children involved in child labor. He holds a BA in Sociology and Social Work from the Kwame Nkrumah University of Science and Technology, Ghana, and an MSW from the College of Social Work, University of Utah.