Examining Student Discipline within the Educational Setting:

A Review of the Literature

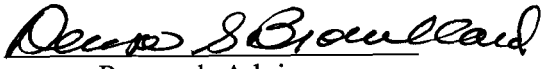
by

Jeffrey T. Sawyer

A Research Paper
Submitted in Partial Fulfillment of the
Requirements for the
Master of Science Degree
in

Guidance and Counseling

Approved: 2 Semester Credits



Research Advisor

The Graduate School

University of Wisconsin-Stout

July, 2005

The Graduate School

University of Wisconsin Stout

Menomonie, WI 54751

ABSTRACT

Sawyer Jeffrey T.

(Writer) (Last Name) (First Name) (Middle Initial)

Examining Student Discipline within the Educational Setting: A Review of the Literature.

(Title)

Guidance and Counseling Denise Zirkle-Brouillard July/2005 55

(Graduate Program) (Research Advisor) (Month/Year) (# of Pages)

American Psychological Association, 5th edition

(Name of Style Manual Used in this Study)

With the ever-changing nature of education, few things remain constant. The need for student discipline is one piece that has remained a center stone of the educational process. The idea of proper and appropriate disciplinary interventions has been a heated debate of education in years past and will continue to be for years to come (Sachs & Armstrong, 1992;Witzel & Mercer, 2003). This particular review of the literature examines many facets of educational discipline including prevention, reward systems, policy, student populations receiving discipline, and the complex nature of discipline in special education.

In today's educational system, it is difficult to believe student discipline can and will be handled by one individual, namely the principal. The discipline of today's students requires a more collaborative, systems approach (Brownell & Walther-Thomas, 1999). Teachers, counselors, administration, support staff, parents and even the surrounding community must be considered in a system-wide approach to student discipline. Another critical aspect is that students must be able to relate disciplinary interventions to general societal rules and standards (Edvantage Media, 1998). It has been documented that helping the student understand and apply the replacement behaviors of discipline is just as important as the nature of the discipline itself (O'Neill, Horner, Albin, Sprague, Storey & Newton, 1997).

ACKNOWLEDGEMENTS

Without question, the biggest thank you goes out to my family, particularly my parents, for being supportive of my education. As we all know, there were trials, tribulations and obstacles along the way, all of which we tackled together. For your love and support I am forever grateful of being your son and brother. We did it.

Next I would like to thank the University of Wisconsin-Stout faculty and staff that have contributed to an amazing experience. For this I give a general thank you to the people I have encountered and worked with in my seven-year Stout journey; you know who you are. More specifically, I want to thank the departments of psychology, school psychology and school counseling for an invaluable educational experience. The training and education you provide is unparalleled. Thank you for dedicating yourself to a life of educating others.

Finally, I would like to extend a loving and sincere thank you to Dr. Don Baughman and Dr. Anne Ramage. The two of you provided guidance and hope for me in a time of calamity. Never underestimate your gift for providing positive influence on young adults such as myself. The most important education in life is education of life itself. The two of you showed me how to succeed both in and out of the classroom; I am forever indebted to you.

TABLE OF CONTENTS

.....Page

ABSTRACT.....ii

CHAPTER I: INTRODUCTION.....1

Introduction.....1

Statement of the Problem.....3

Purpose of the Study.....3

Assumptions of the Study.....4

Definition of the Terms.....4

Chapter II: REVIEW OF THE LITERATURE.....6

Justification for Research.....6

A Background in Student Discipline.....8

Common Practices in Student Discipline.....17

Prevention.....17

Effective Use of Time-Out.....19

Using Rewards.....20

Corporal Punishment.....22

Zero Tolerance.....24

Suspension and Expulsion.....26

Special Education.....29

Regulations and Procedures.....29

Functional Behavioral Assessments.....35

Behavioral Intervention Plans.....38

CHAPTER III: SUMMARY AND RECOMMENDATIONS.....40

Summary.....40

Limitations.....42

Recommendations.....43

REFERENCES.....44

CHAPTER I: INTRODUCTION

The practice of student discipline in the schools is neither new nor innovative. Ways in which educators approach discipline, however, have changed. Simple concepts such as student choice, independence, and understanding the students needs have all come to the forefront when working with difficult situations in the school (Cater, 1992; Nelsen, 1999). Instead of approaching student discipline as a definite right or wrong, educators are starting to see the importance of treating each situation individually. The Agency for Instructional Technology (AIT) produced a video stressing the fact that young children, adolescents, and even adults learn in very different ways (2000). To treat each disciplinary situation similarly is not only ineffective, but also unfair.

Much research has addressed the basic needs of human beings, more specifically students. Nelsen (1999) identified three very basic needs students must gain through their educational experience(s):

(1) The student must feel a sense of belonging

(2) The student must feel a sense of personal power and autonomy

(3) The student must be allowed and encouraged to develop life skills

Another common area of research (and even debate) is that of reinforcement. The concepts of positive and negative reinforcement are well documented and play a large role in the sustained behavior of children and adolescents (Kazdin, 2001). The nature of reinforcement is often misunderstood and misused. Various benefits and deficiencies of these approaches will be discussed later in this review of the literature.

In the evolving views of education, discipline as a school and community systems approach is an absolute necessity (Swick, 1985; IRIS Media Inc., 1999). Many laws,

rules and regulations reinforce the idea that school systems have a duty and responsibility to act in a way that guarantees the individuals right to safety and education. In lay terms, with respect to local and state law, the school is granted the ability to use discretion in addressing the unique situation in whichever way they see fit (Jacob & Hartshorne, 2003). In legal terms, this freedom of enforcing discipline is known as *in loco parentis*, which literally means, in the place of parents (Fischer & Sorenson, 1996). With this in mind, a collaborative effort of communication between parents, students, teachers, school officials, and community members is essential.

Although all areas of education are important and need varying levels of time allotted to them, it is integral that student discipline not be taken too lightly. With the amount of time students are physically in the school environment, teachers and other school personnel often spend as much time, (if not more) with students than their respective families. As a result, a responsibility exists to provide the skills necessary for social networking respective to developmental age (Scotti & Meyer, 1999). Being a successful educator not only includes helping the student grow academically, but personally. Discipline is at the core of preparing young adults to be contributing, law abiding citizens in the community.

Students engage in inappropriate behavior for a plethora of reasons. Some of the well-known contributing factors to disciplinary problems include, (but are not restricted to) substance use, troubles with peers, and problems at home (SVE & Churchill Media, 1998). Unhealthy relationships with friends, family, authority figures and even the student himself are often a result of the disciplinary problems. One theory of why behavioral problems occur is directly related to the aforementioned concept of meeting

needs (Agency for Instructional Technology, 2000). Although many theories as to why students display behavioral deficiencies are documented, it is safe to say there are no antidotal formulas or immediate fixes for the unruly behavior (Hartwig, 2005). The following review explores many characteristics of student discipline including common practices and the various populations involved.

Statement of the Problem

The introduction to this document focused on some past research that has been done in the realm of discipline. It also attempted to outline the general importance of discipline, why it occurs, and most importantly, a preamble to what we as educators can do about it. Because discipline is a never-ending battle in education, new laws and regulations are being set forth in an attempt to address the constant need for change (Clark & Knau, 1998). The focus of this paper will be to thoroughly examine research that will cover an eclectic area of student discipline. While a significant amount of research exists, few documents cover such a large gamut of information.

Purpose of the Study

The purpose of this literature review is to help educate others about the benefits and limitations of discipline in the school setting. The use of outdated practice and procedure is a common problem in today's school systems. Although many modifications have been made in recent years, not all educators are aware of the current research and recommendations. This review of the literature will help outline much of what is considered best practice and encourage the implementation of. The research for this project was conducted from January to May 2005.

Assumptions of the Study

It is assumed that the need for student discipline is a constant in educational settings around the country, even the world. Other assumptions include that not all educators are familiar with appropriate discipline procedure, or the legal rights and expectations involved.

Definition of Terms

Behavioral Intervention Plan – An intervention plan that includes:

(1) Positive strategies

(2) Programs or curricular modifications

(3) Supplementary aids and supports required to address the behaviors of concern.

(http://ericec.org/digests/e571.html, Retrieved April 28, 2005)

Corporal Punishment – "The deliberate infliction of pain intended as correction or punishment."

(http://en.wikipedia.org/wiki/Corporal_punishment, Retrieved April 27, 2005)

Discipline – An action taken by an educative environment to promote a viable level of behavior and compliance in respect to state, local, or school laws and regulations. (http://www.hrvs.ca/glossary_e.cfm?mode=print, Retrieved April 27, 2005)

Expulsion – "The complete removal of that student for lengthy period of time, generally until the end of the school term." (Troyan (p.1641), 2003)

Functional Behavioral Assessment – "A process for gathering information that can be used to maximize the effectiveness and efficiency of behavioral support." (O'Neill, Horner, Albin, Sprague, Storey & Newton (p. 3), 1997)

Negative Reinforcement – "The removal, delay, avoidance, or reduction of an event that increases the probability of the behavior in the future." (Barnhill (p. 132), 2005)

Positive Reinforcement – "The presentation of an event or stimulus that increases the probability of the behavior in the future."(Barnhill (p.132), 2005)

Punishment – "Presentation of an aversive event or removal of a positive event following a response which decreases the frequency of that response." (http://www.dphilpotlaw.com/html/glossary.html, Retrieved April 27, 2005)

Suspension – "Short-term removal of a student from school or denial of participation in school activities and classes, usually for no more than ten school days." (Troyan (p.1641), 2003)

Zero Tolerance – A direct disciplinary procedure often resulting in suspension or expulsion as a result of breaking the law or violating school regulations. (http://www.buildingblocksforyouth.org/issues/zerotolerance/facts.html, Retrieved March 30, 2005)

CHAPTER II: LITERATURE REVIEW

Justification for Research

Consider the following statement by Fischer & Sorenson (1996):

The time is long past when the counselor's nearly exclusive responsibility was academic and vocational counseling. Along with the changing structure of the family, increased geographic mobility, financial insecurity, the weakening of traditional values, increased cultural and racial diversity, and other societal changes, an unprecedented variety of disciplinary and behavioral problems has appeared in the nation's public schools. (p. 175)

This quote gets at the very core of how the roles of educators have evolved. Although the characteristics of disciplinarian are rather contradictory to the niche of guidance counseling, we as school counselors are faced with a current situation where it is necessary to intervene at some level. This change in function is not only conflicting, but also rather new in terms of implementation (Fischer & Sorenson, 1996). The fine line of performing disciplinary action is often muddled; therefore critical that guidance counselors familiarize themselves with proper expectations and procedures of today's disciplinary practice(s). Perhaps the easiest way to understand the current need for proper disciplinary intervention is to examine some previous research related to student behavior.

Much of the modern statistical research supports the idea that student disciplinary problems are increasing and becoming more of a burden on educators, especially educators with little experience in the classroom (Gold & Bachelor, 1988). Not only are more students being disciplined, the specific behaviors being displayed are presenting a

more serious threat to student health and safety. One study (of cases that have reached the court systems) found that student discipline as a result of drug use increased by 12% from 1960 to 1992 (Arum, 2003). The same publication noted a general occurrence of student violence making a similar jump (11%) within the same time frame. Finally, in relation to the brand of student misbehavior in occurrence, Arum (2003) found that weapons violations went from non-existent to six percent. It is easy to see that a shift in misbehavior has surely appeared over the past thirty years. In conjunction with the type of disobedience taking place within our schools, the severity of the discipline is reflected in the statistics.

Two well-know disciplinary procedures are that of expulsion and corporal punishment. Both of these interventions, which will be talked about in more detail later in the review, have seen a statistical increase in relation to implementation. From 1969-1992, the corporal punishment of students rose from four percent to nine percent, while expulsion cases made a ten percent increase (Arum, 2003). When you consider that in 1992 almost one in ten court cases of student discipline involved corporal punishment, and one in three included expulsion, there should be no debate that a reform of disciplinary prevention and procedure needed to take place. It is important to point out that these statistics reflect only the cases that were severe enough to be presented in court.

One-question educators should be willing to ask is: How much time and energy do we need to put towards disciplining students (Agency for Instructional Technology (AIT), 2000)? Answers to this question will obviously be very different when considering the geographical location of the institution and/or the population of students within it. However, regardless of these two factors, the implementation of discipline is the

responsibility of the system. If discipline problems are a significant problem within the educational setting, the school system need not look further than their own practice, approach, and philosophy toward discipline. The AIT (2000) made a bold and seemingly appropriate statement by exclaiming that student discipline must be approached in the same light as English and Math. In other words, it is being suggested that discipline be taught as mainstream curriculum. With beliefs such as this, it is rather evident that significant amounts of time and effort are needed to implement an effective and appropriate approach to student discipline.

A Background in Student Discipline

In order to provide a thorough and accurate background of student discipline, three things must be considered: The cognitive process of human behavior, how educators respond to the behavior, and what populations of students are most often responded to. It is safe to assume that student discipline occurs as a direct result of student behavior; therefore a basic introduction to the psychology of human behavior must be discussed.

Terms such as modeling, shaping, reinforcement, and conditioning have been cited in psychology research for decades (Nelsen, 1999; Kazdin, 2001; Morris, 1993; Gray, 1999; Hockenbury, 1997). All of these concepts play instrumental roles in the cognition of children and how they choose to act. It is important to have a basic understanding of this terminology to know proper ways of educating youth in a developmentally appropriate fashion.

A common term used in psychology lingo is that of modeling. Modeling is a rather basic concept, in which carries a lot of influence. This particular practice is easy to

implement for it can be done with little energy and is applicable to all ages of student. If educators expect proper student behavior, adults must model what is perceived as appropriate behavior (Nelsen, 1999). Modeling is a term that can be taken very literally. To put it simply, one way or another, behavior is learned (Kazdin, 2001). In 2001 Kazdin wrote that humans tend to copy or behave in similar ways of which we have observed others. Educators are often referred to as role models. This common cliché relates directly to the notion that within the role of education consistent behavior modeling takes place whether it is attempted or not.

Another theory related to behavior is a concept known as shaping. This approach utilizes reward systems for accomplishing approximations, or small steps, toward achieving an overall desired goal (Gray, 1999). For example, a student may habitually misbehave with his peers during recess. If one were to use the theory of shaping to alleviate this problem, they would be asked to develop a plan that would expose the student to small doses of reward based on the level of desired interaction. Once the student has maintained the desired behavior, the rewards can cease. The ceasing of the reward system is referred to as extinction, in which is the overall goal of shaping (Hockenbury, 1997). Shaping clearly utilizes characteristics of reinforcement, in which requires a more detailed description.

Positive and negative reinforcement are two widely researched theories, both of which are easily misunderstood. For starters, it is important to pinpoint exactly what is meant by reinforcement. In order for something to be a reinforcer, the targeted behavior must increase (Morris, 1993). The behavior may increase in duration (how long it lasts); it may increase in frequency (how often it occurs), it may even increase in intensity. The

way in which it increases does not matter. The bottom line is that the occurrence of the behavior must increase in order for it to be deemed reinforcement.

More specifically, positive reinforcement occurs when increased behavior is a result of something being added (stimulus) to the environment (Gray, 1999; Hockenbury, 1997). Reward systems will be discussed later in the review; however, food often acts as a positive reinforcer. Another prime example of positive reinforcement is slot machines. The reward comes in the form of money while the increased behavior is very clearly the repeated action of pulling the lever. Once again, the behavior (pulling the slot lever) has increased as a direct result of the added stimulus (money from the slot).

The concept of negative reinforcement is similar to positive reinforcement, with one very different characteristic. In order for negative reinforcement to truly occur, a behavior (or response) must still increase, but only this time, the response is a result of something being taken away (Kazdin 2001, Morris, 1993). People often assume negative reinforcement occurs when the behavior (or response) decreases as a result of an added stimulus. This, however, is not the case and is how positive and negative reinforcement differ. The similarity lies in the increased behavior, but the difference of negative reinforcement is the act of taking something away.

Take undesirable homework for example. If a teacher is successful in decreasing tattling by taking away homework, the reinforcement qualifies as negative. The fact that the desirable behavior (no tattling) increased by offering less homework makes this intervention a negative reinforcement. Another important point to be made is that the stimulus must occur after the response has been observed (Gray, 1999). Taking away homework is not a reinforcer until it is taken away after the desired behavior has been

observed. Positive and negative reinforcement are often used as a component of conditioning, the final theory to be discussed.

Just as an athlete can condition her muscles and body to a higher level of functioning, educators are able to condition students to better behavior. Two main types of conditioning include operant and classical. A researcher by the name of Edward Thorndike (1874-1949) is most well known for his research of "Law of Effect" which falls into the category of operant conditioning, while one of the better-known experiments of classical conditioning is that of Pavlov's dog, performed by Ivan Pavlov (1849-1936) (Morris, 1993; Gray, 1999; Hockenbury, 1997).

Classical conditioning occurs when a connection is made between various environmental stimuli (Kazdin, 2001; Hockenbury, 1997). The experiment of Ivan Pavlov has been well documented in research since 1927, the year it was performed. In this experiment, Ivan Pavlov successfully supported the belief that a controlled stimulus (a bell) could elicit a response (salivating) by pairing the two (Morris, 1993; Gray, 1999). In his experiment, Pavlov presented food, which in turn caused the dog to salivate. After several trials of connecting the bell to the feeding, Pavlov was able to take the food away but still cause the dog to salivate from the ringing of the bell. Much like Pavlov's experiment, students today are conditioned to stay in the classroom until the classroom bell rings, indicating it is it time to switch periods. This is a perfect example of how students are conditioned in the realm of controlled behavior.

Operant conditioning is a similar response theory developed by Edward Thorndike. In operant conditioning, learned behavior is connected with repeated practice (Morris, 1993; Gray, 1999; Hockenbury, 1997). In Thorndike's puzzle box experiment,

he was able to condition cats to manipulate a maze by rewarding them with food. Thorndike recorded the amount of time it took for the cat to finish the maze. He found that with increased amounts of trial, the duration of time the cat spent in the maze decreased. One way to relate this to student behavior is with tornado drills. Students (especially younger students) are often asked to practice tornado drills in case of crisis. More often than not, the amount of time it takes students to get to safety decreases with the amount of practice trials allotted.

As mentioned earlier, it is important to understand the cognitive process of student behavior and the ways in which it is communicated. Once an understanding of the cognition has been gained, it is important to be aware of how the behavior is being responded to. One of the simplest approaches an educator can take in relation to student discipline is to always treat the student with dignity and respect (Cater, 1992). The next section of this document will discuss some of the preventative ways of dealing with misbehaving students, but before addressing proactive measures of discipline, it is important to make mention of some common practices in dealing with everyday behavior of students.

A researcher by the name of Karen Horney (as cited in Powell, 2004) writes about the importance of environment in relation to mental health, self-esteem, and basic development. As was mentioned earlier, students spend a large portion of their early years in the school environment. Therefore, the importance of an emotionally healthy school environment cannot be overlooked. In order for the student to act appropriately, the educative environment must support healthy growth and development, conducive to the students needs (Shartel, 1999).

Cater (1992) outlines these basic concepts of dealing with students in a book entitled *Effective Discipline in the Home and School.* Concepts such as mutual respect, encouragement, conflict resolution, and independence are a few of the concepts discussed in detail. Other research, along with Cater (1992), stresses the importance of independence and the freedom of choice for adolescents (Nelsen, 1999; Scotti, 1999). All of the aforementioned approaches to working with students are key concepts in modeling a sense of mutual respect.

One model of student discipline, developed by Jane Nelsen (1999), is known as the "Three R's of Consequence". In this model it is stressed that consequence must be related, respectful, and reasonable. When a student is disciplined, they must be able to recognize what behavior is being responded to. Not only must they know what behavior is being disciplined, they must also feel that they are still being respected in time of consequence. When a student feels disrespected there becomes a greater chance of escalated misbehavior. Once the student understands why they are being disciplined, and accepts the level of respect, they then must acknowledge that the punishment fits the crime, so to speak. Nelsen (1999) claims that if all three of these approaches and strategies are met, more often times than not, the behavior will have been dealt with effectively. The benefit of this particular model is that it is transferable to all types of student populations. All students, regardless of demographics, deserve to be treated with respect and reason. With this in mind, it is appropriate to examine what types of students are most often being disciplined in the schools.

A hot topic and point of controversy in current literature on student discipline is the idea that non-white students, particularly Afro-American students, are being

disciplined in a severely disproportionate fashion. Although discipline is, (and should be) subjective to the individual, research supports that a bias toward the discipline of non-white students may exist (Drakeford, 2004; Indiana Education Policy Center, 2000).

A document entitled "What the Numbers Say" (2000) cites that although African American students make up only 17% of the student population (1998-1999), they contributed to 33% of the students being suspended. In comparison, Caucasian students encompass 63% of enrollment and are accounting for only half of all suspension, while Hispanic students are making up 15% of the enrollment and accounting for 14% of suspension.

The Natural Center for Culturally Responsive Educational Systems claims that ethnic and cultural differences in student to teacher relations are a contributing factor to this disproportion (Drakeford, 2004). Not only are the Afro-American students being disciplined at a higher rate, the same study exclaims that these students are receiving harsher forms of punishment such as corporal punishment, and out of school suspension (Drakeford, 2004; Indiana Education Policy Center 2000). In relation to the discipline itself, a potentially more serious problem exists with the result of the discipline. Evidence suggests a higher rate of school failure and/or dropout due to student discipline (http://www.nospank.net/101.htm). This information begs the question: Is there a definite reason for the disparity of discipline?

The concept of perception must be considered when addressing this question. A study done through the Indiana Education Policy Center concluded that Caucasian students are being disciplined for measurable, objective offenses such as smoking, truancy, and vandalism (2000). Afro-American students on the other hand are being

disciplined for subjective, less measurable issues. Some of the offenses include disrespect, excessive noise, and threat. It is obvious to see that the action of excessive noise is much more subjective than that of smoking and is open to interpretation. Further works done by other researchers help bring the cultural disparities into perspective.

Scotti & Meyer (1999) write about what they refer to as the nine dimensions of African-American culture, a few of which will be discussed here. As documented by Scotti & Meyer (1999), the African-American culture has a predisposition to movement and activity. Therefore rules such as "stay in your seat", or "keep your hands to yourself" may be less reasonable to someone of African descent. Another dimension is that of expressive individualism. A central characteristic to this trait is spontaneity. Whether verbal, physical, or emotional, the Afro-American student may naturally feel compelled to be more expressive within the classroom. Lastly, a tradition of oral stimulation is a large part of African-American culture. It goes without saying that if we have an awareness of this characteristic of the culture, we can expect more verbal interaction within the construct of the curriculum and school environment. Being aware of these integral characteristics of Afro-American culture can be the difference between understanding and confrontation.

Likewise, Judith Hanna (1998) writes about the mainstreamed expectations of the two differing cultures. White mainstream beliefs portray collaboration as cheating, a separation of mind and body in time of work, audience (student) participation as passive, and distinct teacher/student roles. The black mainstream culture differs considerably. Afro-American culture views collaboration as teamwork and cooperation, they integrate the mind and body in work, audience participation is encouraged and expected, and

teacher/student roles are often synonymous or even reversed based on level of expertise (Hanna, 1988).

As you can see, the two cultures differ tremendously. To educate one's self about the disparities of the two beliefs is fundamental in working within a multi-cultural setting. One cannot expect the other culture to assimilate and operate in ways conducive to a belief system different than their own. This concept and educative practice relates tremendously to student behavior and the discipline of.

Finally, two other population of students that seem to be disciplined more than others are that of low socio-economic status (SES), and males (Indiana Education Policy Center, 2000). Past research correlates low SES with low levels of academic function and often discipline problems. Likewise, males are prone to a more aggressive behavioral pattern, therefore finding themselves in more disciplinary circumstances than females (Troyan, 2003). Although some researchers may exclaim educative bias in student discipline, one must entertain the idea that these populations may in fact be breaking more rules, resulting in more punitive measures.

Now that three major areas of student behavior and discipline have been introduced and discussed, a further look at prevention strategies will be explored. The following sections will cover a wide range of some common practices being implemented in today's educative environment.

Common Practices in Student Discipline

Prevention:

Generally speaking, a sense of trust and communication must somehow be conveyed through discipline (SVE & Churchill, 1998). Little communication and high rates of disconnectedness increase the chance of misbehavior and disobedience. Showing empathy and genuine interest for the student's well-being will encourage collaboration and cooperation in time of need. It is equally important to express these attitudes when students are behaving appropriately and not just in time of defiance (IRIS Media, 1999). The concepts of trust and respect will only go so far, however.

Research today focuses on having a system wide plan and model of discipline in order to proactively approach disciplinary procedure (Hartwig, 2005; Brownell, 1999). Trust and respect are sure to be implemented into the overall plan, but the technical components of the designated plan are an important part of successful execution. In order to develop an accomplished program, Brownell (1999) claims the objectives must be measurable and the program must be sustainable; in which system approaches are.

Eric Hartwig of Wausau, Wisconsin is a well-known researcher of student discipline. He has developed several models of discipline and has been dedicated to helping schools implement system-wide approaches. The overall message is that we as educators must not wait for disciplinary issues to arise, but instead have a set plan in place for when the discipline problems do in fact surface (Hartwig, 2005). A three-step plan developed by Hartwig (2004) utilizes the concepts of providing safety for the students (first and foremost), agreeing on a district wide philosophy, and properly

training the employees. Various components of this three-step process will be discussed in more detail.

Central to the philosophy of proactive education, Hartwig (2005) stresses that after student safety is accounted for, the primary task is for the system to document an agreed set of rules and acknowledge that consequences will be enforced for those who choose to break them. Brownell (1999) goes as far as suggesting that consequence hierarchies are outlined to help students visualize what kinds of response a particular action will elicit. In addition, Hartwig (2005) points out the idea that abiding by the rules set forth should be compensated with reward. The overall goal of establishing the rules, and consequences of, is to send a message to the community and its perpetrators.

The next component of the Hartwig (2005) systems model focuses on the environment. His research incorporates learned behavior with environment, stating that the brain makes natural connections from environment to experience. In order for an educator to use this phenomenon to his advantage, he must make a conscious effort to produce positive experience(s) within the school walls. Once these positive behaviors have taken place the greater the chance for desired interaction and performance within the educative environment.

Another critical component of preventative discipline, according to Hartwig (2005) is to decide which students to target with the strategy. Hartwig approaches this concept as a continuum. First we must target all students to promote fundamental levels of healthy behavior. Next, we must focus on "high risk" students in order to stop and/or reduce the chances of negative behavior occurring. Finally, troubled students are targeted in order to reconstruct and care for.

No preventative measure would be complete without the involvement of the community and parents (Brownell, 1999). Hartwig (2005) emphasizes the importance of teamwork and collaboration as part of a holistic approach to student behavior. Students that continually bounce from home to school are destined to receive mixed messages. In order to keep the environments consistent in terms of behavioral expectations, the two entities must at least communicate the philosophical similarities and differences to discipline. This communication can only help with the support of educational programs and increased sharing of developmental information between the parties (Hartwig, 2004). A central goal of keeping the two environments somewhat predictable for the student relates to first concept of Hartwig's model; agreeing on set rules and the consequences of.

Although Hartwig's model has been abbreviated in the interest of length, the aforementioned concepts and approaches are vital in getting a proactive, preventative plan started. When implementing disciplinary procedures within a school system, the question of what contributes to helping a student develop an internal locus of control must be considered (Brownell, 1999). Students are social beings, and supporting healthy socialization within a school system should be the main goal of preventative measures (Hartwig, 2004).

Effective Use of "Time-Out":

One of the most widely used forms of discipline is that of time-out. Although time-outs are readily used, many people do not understand the differences between a positive time out and punitive time out. Positive times-out teach accountability, help the child learn from the mistake, encourage problem solving, and teach the consequence of choice (Nelsen, 1999). Negative time-out, on the other hand, is punitive in nature. Nelsen

(1999) states that the implementation of negative time-out utilizes an underlying philosophy of force and control.

It is often assumed that time-outs are enforced only with younger students. Although the specific lingo is used with younger students, the same practices are utilized with older students; only the intervention may not be referred to as *time-out*. For example, being excused from the classroom to go see the principal (often used with older students) is very much related to the characteristics of time-out. Consider some simple ways time-outs can be structured for learning instead of punishment.

First and foremost, the physical environment of the time-out area should not convey punishment (Nelsen, 1999). Avoid designating a dark, and emotionally 'cold' area for times-out, such as the corner of a room. The time-out area should be no different than the regular classroom environment in terms of aesthetics. It is not necessary to make the area more fun or 'warmer', but refrain from communicating disobedience. Author Jane Nelsen (1999) also mentions the importance of allowing younger students to name the area, discuss the purpose of, and possibly decorate/design it. Most importantly, Nelsen emphasizes the idea that the class must discuss and agree on rules of the time-out zone. Encouraging students to decide when to go to time-out and when to come out is another appropriate procedure of time-out, in which reinforces the concepts of independence and choice. Keep in mind, the teacher will act as mediator throughout this entire process.

Using Rewards:

Witzel & Mercer (2003) claim the following: "One of the most controversial issues in behavior management has been the use of rewards to motivate and teach

students to follow classroom rules and routines and to complete academic assignment" (pg. 88). When addressing the concept of reward, one must also discuss the cognitive process of motivation. There are two common types of motivation, internal and external.

Internal motivation simply means that the student himself is motivated to do well without the support of reward or something tangible (Witzel & Mercer, 2003). For example, a student that decides to read for the enjoyment value of the content, instead of reward, demonstrates internal motivation. External motivation, however, is based on the belief that reward systems or basic praise from an outside source is the main stimulant of action (Deci, Koestner & Ryan, 2001).

A study by McQuillan (as cited in Witzel & Mercer, 2003) found that the use of tangible rewards had a negative effect on intrinsic motivation when students found the task interesting or worthwhile. However, the same study found that the use of praise (extrinsic motivation) led to higher ratings of internal motivation. Eisenberger, Pierce and Cameron (as cited in Witzel & Mercer, 2003) documented that extrinsic rewards, dependant on the delivery system, may or may not have an effect on intrinsic motivation.

One study found comparable results stating the undermining of intrinsic motivation from tangible reward systems is an issue worth noting (Deci et al., 2001). Similarly, this same study made mention that verbal rewards enhance intrinsic motivation. Deci et al. warn primary and secondary teachers alike that common tangible rewards such as pizza, and tokens were found to conflict with intrinsic motivation for the rewarded activity.

To summarize, Deci et al. (2001) suggests that educators spend more of their time and energy focusing on how to facilitate intrinsic motivation, instead of the reward

system involved. Simple ways of putting this belief into practice is by providing more interesting activities, and incorporating more choice for the student. Deci et al. notes the more input a student has toward a decision, the more likely they are to be invested in the process of achieving the end result.

Corporal Punishment:

Contrary to popular belief, corporal punishment still exists in nearly half of the states (23 in total) around the country (Sachs & Armstrong, 1992; Hinchey, 2004). With this in mind, much of today's research is in opposition of using corporal punishment on students. Messina (as cited in Jacob & Hartshorne, 2003) said it best when questioning why school children are the last Americans allowed to be beaten legally. The Agency for Instructional Technology (2000) was in sync with Messina by questioning how we can justify allowing our educators to hit students when every rule we have within the school systems prevent students from hitting each other.

Corporal punishment is largely based on state and local law (Jacob & Hartshorne, 2003). A good portion of federal laws (in relation to education) allow individual states to write and implement local law, therefore, making it legal to implement practices such as corporal punishment. Jacob & Hartshorne (2003) also state that provisions of corporal punishment may and often do include: Using it as last resort, giving students advanced notice of implementation, making sure at least two school official(s) be present at the time of punishment, and keeping a complete record of the incident. Corporal punishment works in conjunction with in loco parentis, which dates back to colonial times and was discussed earlier in this review. In states where corporal punishment is legal, the only

way for parents to protect their students from potential exposure is by physically removing them from the school environment (Hinchey, 2004).

Evidence on corporal punishment clearly suggests that the use of such punishment is psychologically harmful to children and that many have suffered from sometimes-permanent damage (physical, emotional, and/or mental) (Jacob & Hartshorne, 2003, Hinchey, 2004). One website even goes as far as stating that spanking is sexually abusive, which obviously spills over in to a whole other legal matter (www.nospank.net/101.htm).

Corporal punishment is labeled as an aversive intervention (Sachs & Armstrong, 1992). The literal interpretation of aversive is synonymous with terms such as unpleasant, poor, bad and harmful. Common examples of aversive behavioral interventions (still being used today) include spanking, whipping, or even electric shock (Hinchey, 2004). With all the mention and research promoting positive interaction and growth, it is preposterous to think this type of punishment is still occurring within the school systems.

Today's research is beginning to acknowledge the severe limitations of using corporal punishment, (especially in special education literature), which has caused the controversy to escalate (Sachs & Armstrong, 1992). Mulick (as cited in Hinchey, 2004) however, goes on record as supporting the use of corporal punishment with special education students, under certain circumstance. The author states that this approach is appropriate only when procedural safeguards are taken into consideration. Such procedural safeguards, however, go unmentioned.

Sachs & Armstrong (1992) support the consideration of corporal punishment with special education students, stating that student safety can be a benefit of corporal

punishment. For example, some schools encourage educators to keep a spray bottle on hand in case students with autism begin banging their heads against desks, walls, and etcetera. In their report, Sachs and Armstrong (1992) claim a brief shot of water to the face may be an effective way of redirecting the student, in turn, disrupting the potentially harmful behavior. It is suggested, however, that corporal punishment be an immediate response to a behavior. Sachs & Armstrong highlight the idea that the student must be able to make the appropriate connection between the punishment and the behavior.

As is evidenced by research, corporal punishment clearly has more pitfalls than benefits. Many legislative bills have been taken to the federal government, most of which have been turned down (Hinchey, 2004). Advocacy groups around the country have organized movements to challenge the use of corporal punishment, but Hinchey (2004) states that by the number of states that still allow it, many have been unsuccessful in their mission to abolish this aversive technique of discipline.

Zero Tolerance:

Zero tolerance, conceived during the Reagan administration of the mid-1980s, is a commonly cited term that encompasses various categories of student discipline, (Fuentes, 2003). A high majority of today's schools employ the general concept of zero tolerance, and enforce the intervention in the areas of weapons, drugs, and violence (Ayers, Dohen & Ayers, 2001; Taras, Frankowski, McGrath, Mears, Murray & Young, 2003). Former president Clinton modernized the act when he signed the Gun Free Schools Act of 1994 (Ayers et al., 2001). This act mandated the expulsion of any student who possessed a weapon on school premises. Further yet, the zero tolerance policy is being regenerated by George W. Bush and his current implementation of the No Child Left Behind Act (2001).

The philosophical basis of zero tolerance states that no exceptions will be made in relation to disobedience, and immediate action (usually in the form of suspension or expulsion) is encouraged (Shartel, 1999). It is suggested, by Shartel (1999), that the implementation of zero tolerance procedure take place after, and only after, students and their parents have been made aware of requirements, prohibitions, and consequences; staying consistent with the systems approach to student discipline. This also relates closely to the fourteenth amendment, due process of the law (Jacob & Hartshorne, 2003). Due process will be discussed in more detail within the special education section of this literature review.

Two distinct brands of zero tolerance include unspecified consequence, which is more ambiguous in nature, and specified consequence, which states that directive consequence will be implemented in respect to the offense that occurred (Shartel, 1999). These policies are best integrated within the previously mentioned hierarchal system of discipline.

Research supports the thought that zero tolerance causes more controversy than good (Fuentes, 2003; Ayers et al., 2001). For example, there is no known documentation that the enforcement of zero tolerance policy improves and/or encourages academic excellence. Due to the fact students are being suspended and expelled as a result of zero tolerance, Ayers et al. (2001) exclaims it is evident students are being deprived of critical classroom instruction. The result of the suspension/expulsion from zero tolerance policies and classroom deficiencies are clearly synergistic. Students are excused from classroom instruction for perceived disobedience and, in turn, fall behind in curriculum. Ayers et al. warns that falling behind in curriculum often results in frustration of academics, which

feeds right back to the cycle of acting out in class. It is much easier (and less embarrassing) for a student to disrupt a class and be excused than to sit and feel inferior to peers excelling in the same topic area.

Annette Fuentes (2003) refers to the zero tolerance policy as the school-to-prison pipeline. Fuentes states, "We're seeing very minor conduct becoming a criminal act" (pg.19). Often times, educators are quick to make a phone call to the authorities instead of dealing with the disruptive behavior himself. Once the phone call is made, many legal authorities are required to cite the student or make an arrest. Clearly, zero tolerance is a stringent, punitive method of discipline that hinders the learning and social growth of the student and his surrounding environment.

Suspension and Expulsion:

It is important to have a firm understanding about the practice and philosophy of zero tolerance before discussing suspension and expulsion, namely due to the fact that this is often the end result of such policy (Ayers et al., 2001). Alcohol, drugs, weapons and violence are among the top contributing factors to why students are suspended or expelled, which rates among one of the most widely used forms of student discipline (Troyan, 2003). The specified difference(s) between the two disciplinary procedures is noted in the definitions section of this review. Not noted, however, are the different types of suspension, which include in-school suspension (ISS) and out of school suspension.

Academic achievement is without question the driving force of our educational mission. As was mentioned earlier, one must be aware that suspension, whether in school or out of school, is a major threat to academic excellence (Troyan, 2003). Teachers must be aware of students placed in in-school suspension and provide modified educational

instruction for that student. Troyan (2003) points out that something as simple as a communication breakdown between school faculties can mean the difference between a student receiving proper education and insufficient education. From a legal prospective, the school district must consider the student's fundamental right to a proper education and question whether or not their practice of suspension infringes upon that right (Fischer & Sorenson, 1996).

Consider the student who has been disciplined with ISS and spends their seven-hour day sitting in a desolate room with nothing but a chair and desk. How can anyone argue or support the idea that this student is being provided a proper education? Schools must make provisions to accommodate this student in a way that is conducive to a proper education (Fischer & Sorenson, 1996). Examples of such provisions include having a certified teacher assigned to the ISS area to assist students with general education curricula. Unfortunately, this is unrealistic for most districts, as state budgets often do not provide the necessary monetary support. Naturally, the next possible option is to seek out ways in which this support can be offered without the strain of deficient funding.

Troyan (2003) provides a questionable educative option for providing low cost alternate treatment of students on ISS. The proposal states that degree-seeking students be assigned to work with the students placed in ISS. The justification is that this will allow the student on ISS to receive much-needed personal attention, while providing pertinent experience to the practicing teacher. However, as was mentioned in a previous section of this review, beginning teachers fall into the category of educators that struggle most with students exhibiting behavioral problems. So although this may seemingly be a sensible and viable option, one must question the motive and end result of such practice.

It is important to note that the right to an education is a law set forth by the individual state, not the federal government, therefore not at all states may employ this right (Troyan, 2003). The right to a proper education, is however, granted under a federal property rights provision. This federal right is enough to get schools into legal battles if the education is being deprived (Jacob & Hartshorne, 2003).

The State of Wisconsin Joint Legislative Council (1999) outlined five scenarios in which a school may rightfully suspend or expel a student. The most general of the five circumstances includes noncompliance with school regulations or rules. Wisconsin law also states that a student may be removed from the educative environment if a threat to harm school property, or the health and safety of others is made in the presence of a school official, regardless of where the threat occurs. One of the more definitive guidelines states that expulsion *must* take place for the possession of a firearm. The final code of behavior works much like common law of aiding and abetting. In other words, if a student knowingly refrains from reporting any of the aforementioned situations, he too, is then eligible for discipline in the form of suspension or expulsion.

With the negative effects of suspension and expulsion towards academics, one may wonder why we continue to implement this practice. Rafaele Mendez & Knoff (2003) offer two suggestions. First, teachers may feel overwhelmed or burnt out with disruptive students and see this as an only option to provide proper education for non-disruptive students. Secondly, federal funding is based on the number of students a school is currently serving. The utilization of in school suspension allows the school to count the student as present or in attendance even though they may not physically be in the classroom (Troyan, 2003).

In sticking to the philosophy of a proactive, systems approach to discipline, recommendations for dealing with suspension and expulsion are made. Although it may seem like a daunting task to provide an intervention process, it would be false to assume as much. Raffaele Mendez & Knoff (2003) break it down to a simple task of comprehensive documentation and reactive planning. They suggest that schools provide thorough baseline data of what behaviors are occurring and the disciplinary response to it. From there the function of the behavior is determined and a plan is developed to remedy future disruptive behavior. This concept utilizes a reactive process to develop proactive intervention and relates directly to functional behavioral assessments (or FBAs) in which will be discussed later in the review.

Special Education

Regulations and Procedures:

Implementation of special education law and practice has been revised and updated to accommodate for the emerging needs of this population. The most well-documented and noted revision is the IDEA 1997 (Gable, Butler, Walker-Bolton, Tonelson, Quinn, & Fox, 2003; Clark, 1998; Bock, Tapscott, & Savner, 2003). Some previously researched material from this document will be revisited in order to provide a thorough understanding of how it relates to special education law and practice. Generally speaking, school systems must be aware of provisional law in relation to special education, not only to provide appropriate services, but also avoid legal sanctions.

To begin, it is important to provide a brief overview of common special education terminology. Four must-know terms in special education include: Free and Appropriate Public Education (FAPE), Individualized Education Program (IEP), Functional Behavior

Assessment (FBA), and Behavioral Intervention Plan (BIP) (Clark & Knau, 1998; Hartwig & Ruesch, 2000; Barnhill, 2005). These four concepts are part of a very structured model of intervention in which allows little room for error.

Three major changes of the IDEA '97 should be outlined in order to fully understand the implementation of the new laws and regulations. First, there is an added emphasis on the implementation of positive behavioral intervention and services for students who exhibit problem behavior, which must be included in the students individual education program (IEP) (Yell, Drasgow, & Rozalski, 2001). The underlying goal is to teach the student appropriate societal expectations of choice and consequence. Yell et al. (2001) stress that neglecting this stipulation of the process is a violation of free and appropriate public education (FAPE) and is punishable in court.

Next, students with disabilities may be disciplined in the same way as a non-disabled peer, as long as the interventions: (Yell at al., 2001)

(1) Are used with both populations,

(2) Do not result in a unilateral placement,

(3) Does not result in a discontinuation of educational services

Finally, all discipline must be addressed through the IEP process. However, if school officials and parents are able to arrive at an agreeable solution, the IDEA '97 provisions are no longer required for that disciplinary circumstance (Yell et al., 2001).

As previously mentioned, students with disabilities are subject to the same policies and procedures as regular education students. Special education students receive varied treatment only when: (a) the general education policies deny a student of special education and related services, (b) generate procedural protection under the Individuals

with Disabilities Act (IDEA), or (c) interfere with the students IEP (Yell et al., 2001). If an IEP team decides that IDEA is not violated and the stipulations of the IEP are within the limits of the general education policy, the student is then disciplined under the provisions of the general education policy.

The IEP team is central to the entire process of disciplining students in special education and is designed to incorporate a structured and personalized approach to discipline in special education. This team, as noted by the Nebraska Department of Education, must be comprised of the following members:

(1) The parent(s)/legal guardian of the student

(2) At least one regular education teacher

(3) At least one special education teacher

(4) An LEA (local education agency) representative

(5) A school psychologist, or someone who is qualified to interpret technical results from previous assessments

(6) Other individuals who obtain relevant knowledge about the student

(7) When appropriate, the student himself

The next consideration of special education involves the aforementioned due process. Due process refers to necessary procedures that assure fairness and equitable treatment in respect to student rights and the law (Fischer & Sorenson, 1996, Jacob & Hartshorne, 2003). The establishment of due process dates back to the Supreme Court case of Goss V. Lopez (Troyan, 2003; Bock et al., 1998). In this case it was determined that school officials, (a) have an obligation to provide oral or written notice of the discipline, (b) disclose documentation supporting the reason for discipline, and (c) afford

a chance to present or explain the actions in consideration when removing a student for short-term suspension (Yell et al., 2001). It is recommended that these stipulations be exercised before the discipline take place.

Another integral component of the IEP process includes providing measurable goals and objectives, as well as, providing related services (Clark, & Knau, 1998). Quite simply, the measurable goals and objectives are necessary in order to provide proper documentation of intervention and growth. With the specificity and expectations of the new laws, the outcomes must be noted. Clark & Knau (1998) explain that if a school system is unable to provide the treatment, health, or services listed as part of the IEP, they must be assistive in getting the related services to the student. The formalized process of designing the goals and objectives is an intervention known as behavioral intervention plan (BIP). Before a behavioral intervention plan takes place, a functional behavioral assessment (FBA) must be done. Both of these terms and processes will be discussed in more detail in the subsequent section.

Suspensions and expulsions were previously discussed, but will now be revisited in the realm of special education. Much like the fact that special education students are subject to similar disciplinary practice of their non-disabled peers, they too are suspendable for unruly actions (Yell et al., 2001). It is not necessary for the IEP to convene before suspending a student with disabilities. It is, however, necessary that the student be provided the previously discussed rights of due process, and that the IEP team meets within 10 school days of implementing the chosen method of discipline (Gable et al., 2003).

The student may be removed for a total of 10 days (consecutive or cumulative) before additional services need to be considered, assuming these same provisions are used for non-disabled students (Yell et al., 2001). When the suspension exceeds a total of 10 days, additional educational services must be provided as the suspension is then considered a change of placement, (staying consistent with the laws and regulations of the IDEA '97) (Clark & Knau, 1998). At this point, the IEP team must reconvene in order to determine what educational services are needed. The assigned services must allow and encourage, (a) progression in general education curriculum, (b) the receipt of special education services, (c) and advancement toward the previously mentioned IEP goals and objectives. The placement is only considered an illegal change of placement when the IDEA '97 provisions are neglected.

Another important term used in the field of special education is that of manifestation determination. This is used when the parents and/or legal guardians of the disciplined student refute or disagree with a sanction (put forth by the school officials) that results in a change of educational placement for the student (Hartwig & Ruesch, 2000). The process of manifestation determination is rather simple but must take place in order for the parents concern to be addressed, and should occur within 10 school days of the discipline.

A proper manifestation process hearing occurs when the IEP team convenes to discuss whether or not the inappropriate behavior was a direct result of the student's disability (Yell et al., 2001). The three steps of the process include: (1) Reviewing any documentation relevant to the students misbehavior, (2) A review of the IEP and placement, (3) Revisiting any evaluation records to determine if the behavior was

connected to the disability (Chamberlain, 2005). If the IEP team determines that the behavior was indeed a direct result, the student cannot legally be suspended; related services must be considered, and a provision addressing the problem behavior must be added to the IEP (Bock et al., 1998; Hartwig & Ruesch, 2000). If the behavior was unrelated to the disability, the student is then subject to the same disciplinary procedure as the general education students, but related educational services must still be provided (Yell et al., 2001). It is further noted that the only time manifestation determinations are not needed, are for student removals of less than 10 days, and weapon and drug offenses.

Regardless of a students disability and the limitations of, a suspension will automatically occur if weapons or drugs are possessed, used, or sold on school premises (Taras et al., 2003). The student is excusable for up to 45 days as long as the student is placed in what is referred to as an interim alternative educational placement (Yell et al., 2001).

Another important revision of IDEA '97 includes that a FAPE must be made available to all students with disabilities, including those suspended or even expelled (Clark & Knau, 1998). In order to carry this out, interim alternative educational setting (IAES) is often used. Clark & Knau (1998) outline three main circumstances where IAES's are used and three characteristics on what constitutes an appropriate IAES. An IAES may be used in short-term removal (suspension of 10 or fewer days), situations of long-term suspensions, and when it has been determined that student safety is being compromised as a direct result of the students current placement (Yell et al., 2001). An IAES must include (1) Participation in the general education curriculum, (2) Related

services to meet the continued goals and objectives of the IEP, (3) Services geared toward preventing the behavior from happening again (Clark & Knau, 1998).

Of all aspects involved in special education, the two that must be remembered and taken into consideration at all times involve documentation and involvement of the parents (Yell et al., 2001). It is not uncommon for schools to run into legal troubles when dealing with special education and the laws included. Documentation of assessments, meetings, and other related information will provide the necessary background to assure that a proper legal process occurred in conjunction with all regulations and laws.

Keeping the parents informed and involved is not only beneficial in a legal sense, but also from a performance standpoint. In other words, the overall plan and IEP of the student will benefit from collaborative involvement. As was previously mentioned, agreement between the parents and a school district can often take precedence over an IEP. This not only provides for similar expectations between the two parties, but often accounts for a smaller potential of legal struggle.

Functional Behavior Assessment:

A functional behavior assessment (FBA) is a required portion of the students IEP under the new provision of the IDEA '97 (Clark & Knau, 1998). The FBA is a process that takes place in order to gain an understanding of questions such as who is performing the undesirable behavior, what behavior is occurring, where it is happening, how it is being carried out, and possibly even why the behavior is taking place. To begin the process of an FBA, an operational definition of the behavior must be established (Chamberlain, 2005).

To operationally define a behavior means to take a specific, objective circumstance and describe the action of the behavior (Clark & Knau, 1998). Another important aspect of developing this definition involves discussing the concern involved with the behavior. In essence, the person documenting the behavior is attempting to describe very specific traits of the behavior and the direct effects it is having on its surrounding environment. Once the behavior is defined, its occurrence must be documented.

The documentation of the problem behavior can take place in many ways (Clark, 1998; O'Neill et al., 1997). Direct observation, interviews, and charting are three widely used methods of gathering information (O'Neill et al.). Direct observation often consists of a qualified third party individual coming into the environment to watch the interaction between the target student and his surroundings. Interviews are, very literally, conversations the third party person has with people who interact with the targeted student. These people could include parents, teachers, fellow students, and/or various support staff. Finally, another documentation method known as charting is an indirect method that can be utilized by anyone in contact with the student. One example (of many available methods of charting) includes an observer keeping a tally system of the number of times the targeted behavior takes place. O'Neill et al. goes on to note that this is a relatively manageable task for a classroom teacher.

There are four main components specific to an FBA: (1) Setting events, (2) Predictors, (3) Behaviors, (4) Maintaining Consequences. A setting event is a dynamic that happens in the life of the targeted student that may set the stage for troublesome behavior to take place in the near future (Barnhill, 2005; O'Neill et al.,

1997). A common example of a setting event may include not getting a proper breakfast before coming to school. The act of not eating breakfast may cause irritability, therefore contribute to behavior problems at school.

The second component is that of predictor. A predictor is something that occurs and triggers a certain response and/or behavior in the targeted student (O'Neill et al., 1997). For example, the student being observed gets made fun of by a peer; as a result, lashes out toward a fellow student. This is a predictor of unwanted behavior.

A third characteristic of an FBA is the behavior itself (O'Neill et al., 1997). This is when one refers back to the operational definition to note what specific behavior is being observed. This is also when the documentation of occurrence (number, intensity, etc.) should take place (Clark & Knau, 1998; Clark, 1998).

Finally, one must watch for the maintaining consequence or function. The function is what fuels the fire of poor behavior (Barnhill, 2005). Previously mentioned research of Jane Nelsen (1999) and positive vs. negative reinforcement are directly related to the concept of maintaining consequences. If a student were receiving no feedback or was neglected of reinforcement, the problem behavior would most likely become extinct. Because the student is meeting some sort of need, the behavior often continues. The act of figuring out the need being met is the purpose of defining the function of that behavior.

Once all of these steps and procedures are accounted for and performed, the assessor then develops a summary statement. The summary statement is a brief (often 1-2 page) write-up that accurately and succinctly describes the students' environment, behavior, and demeanor (O'Neill et al.,1997). All of the aforementioned characteristics of

an FBA are included in the respective summary statement. This document is then provided to the IEP team and is part of the formal documentation for future IEP team decisions.

Behavioral Intervention Plan:

The behavioral intervention plan, or BIP, is a less formal process involving the IEP team (O'Neill et al., 1997). By far, the most important aspect of a BIP is that it is developed solely from the specific information of the functional behavioral assessment. Without using the documented information of the FBA, a BIP is sure to fail. With that in mind, the BIP is a carefully thought out intervention integrated into the students daily individual education program.

The previously discussed goals and objective of an IEP are of most importance with the BIP. These goals and objectives are an integral part of how better to get the targeted student to perform (Clark & Knau, 1998). They must be measurable, accomplishable, and clearly written. Another important aspect involves the positive nature in which they are written. Staying consistent with the belief and philosophy of positive intervention, Clark & Knau (1998) suggest the goals and objectives encourage the maintenance of positive behavior. The final consideration of outlined goals and objectives is that they meet the professional and legal standards of the education profession.

After the goals and objectives are outlined, it is important to monitor and maintain the prescribed intervention (Clark & Knau, 1998). Performance data should be collected and updated on a regular basis in order to assure the BIP's goals and objectives have met and rectified the targeted behavior. If the goals and objectives have failed to remedy the

problem behavior, the IEP team may need to consider reconvening to explore other options of intervention. Once again, monitoring and documenting the progress of the behavior is integral in understanding the assets and liabilities of the current intervention and in protecting against legal sanctions of free and appropriate public education.

Although all components of an IEP are critical to its success, parents become an instrumental component of special education and the IEP process. In order to maximize the efforts and results of the special education disciplinary procedures, collaborative efforts are a must (Chamberlain, 2005). To reiterate the power of the parents within the process, as long as parents and the system jointly agree on an intervention, the process of discipline within special education becomes guide instead of scripture (Yell et al., 2001).

CHAPTER III: SUMMARY AND RECOMMENDATIONS

Summary:

The basic themes of this particular research can be condensed into three obligatory concepts. First, it must be realized that a systems approach to discipline is the only way to involve all of the necessary people when addressing problematic student behavior. Next, when utilizing the systems approach, one must work hard to do so in a positive manner. Negativity is a constant in disciplining students, and this trend must be reversed. Finally, special education requires a more focused, involved intervention process than does the general education population.

Much of today's research emphasizes the idea of having a school-wide system of discipline in place (Gable et al., 2003; Hartwig, 2005; Hartwig, 2004; Brownell, 1999; Chamberlain, 2005; Drakeford, 2004). Having such a system in place allows the student to become familiar with the expectations and related consequence. It is also just as important to remember that system-wide includes individuals outside the school walls. Parents, and community members are often the most important link to successful and consistent intervention, therefore must be considered in the process of student discipline (Swick, 1985). Likewise, in order to have an effective approach to discipline, it must be proactively set in place, while utilizing all available school and community resources (Fischer & Sorenson, 1996; Hartwig, 2005).

Positive approaches to student discipline are often forgotten, or sometimes, not even considered. With all of the negative connotations with discipline, it has become second nature for educators to use methods such as punishment, suspension, and expulsion (Troyan, 2003, State of Wisconsin, 1999).

Educators must remember that behavior is very much a form of communication, especially in young children and adolescents (SVE & Churchill, 1998). In order to provide positive interactions with students, it is necessary to truly hear and understand what the student is asking for. A large portion of student discipline can be avoided if there is an understanding of what the student needs (Nelsen, 1999). Mutual encouragement and respect have been documented as basic principles of dealing with students and are sure to convey a deeper sense of care than the act of excusing the student from class (Cater, 1992).

Ultimately, special education is an area that requires a lot of effort, and even more time. The legal provisions of special education have been consistently modified and now set a standard of discipline in which cannot be ignored (Yell et al., 2001). Disciplinary laws in special education have been lain out in a way that requires a system wide effort.

The individual education program (IEP) team is often considered the central part of the special education process (Gable et al, 2003). Because of this, many departments and entities are represented to provide a holistic intervention for the respective student. The processes of providing a functional behavioral assessment and behavioral intervention plan are required in special education and must support progress toward specific goals and objectives (Yell et al, 2001).

Students are held to similar behavioral standards than their non-disabled counterparts unless their behavior is a direct result of their disability (Hartwig & Ruesch, 2000). A manifestation determination is held in order to determine whether or not the student will be kept in his current placement or be moved to an interim alternative educational setting (Yell et al., 2001). If it is determined that the student be kept in their

current placement, the IEP goals and objectives must then be modified to address the students behavior (Jacob & Hartshorne, 2003). If a student is placed in an IAES, related services are still the responsibility of the school system (Yell et al, 2001).

Staying consistent with the previous sections of this literature review, parents must be included in the process of special education discipline (Jacob & Hartshorne, 2003). It is important not to overlook the fact that if a parent and school district have common agreement on a disciplinary practice not included in an IEP, they are not legally bound to the respective IEP or outlined intervention (Yell et al, 2001).

In conclusion, it is important to at least mention that this document is not intended to chastise any of the discussed interventions. It is unrealistic to believe that discipline will never involve struggles, or conflict. Instead, it is meant to stress the fact that educators must be able to implement these processes in a way that encourages growth, learning and development. Although it may not be feasible to do away with procedures that are potentially harmful, it is surely possible to work at understanding and demonstrating best practice.

Limitations:

A limitation of the current review relates to the ability, or lack thereof, to relate this material to all populations of student. This review of the literature touched on some of the student populations that are being disciplined more than others, but geographically speaking it was difficult to find information pertinent to the mid-west region, where this review took place. Other categories of population, such as age and ethnicity/race were considered, but little information is provided in relation to behavior in correlation to location.

Another limitation worth noting deals with the uncertainty of educational roles within discipline. The idea of approaching discipline as a systems approach was discussed in length, (and is an appropriate way to deal with discipline), but specific roles were somewhat uncertain. For instance, the guidance counselor is expected to provide support and collaboration, but in what specific arena is the support suggested and/or needed? Support staffs are even encouraged to take part in the system approach, but in what capacity? A more definitive outline of specific roles would be helpful in delineating duties amongst the school officials, teachers, and staff.

Recommendations:

Based on the plethora of information in relation to student discipline, it is recommended that this subject be taken very seriously by today's educators; both in general and special education. It is easy for educators to fall into a routine once they have established themselves within the system.

Society inadvertently acknowledges how important the discipline of students is by constantly addressing and revising current practice and law. To fall stagnant on the approach and ignore research suggesting proactive, innovative, and collaborative efforts would be a mistake. Educators of all brands need to familiarize themselves with concepts discussed in this research and stay current with best practice in order to better serve the needs of today's youth within the educational systems.

REFERENCES

Agency for Instructional Technology & Phi Delta Kappa (Producer). (2000). *Classroom discipline* [Motion Picture]. (Available from Films for the Humanities and Sciences, Princeton, NJ)

Arum, R. (2003). *Judging school discipline: The crisis of moral authority.* Cambridge, MA: Harvard University Press.

Ayers, W., Dohen, B, Ayers, R. (2001). *Zero tolerance: Resisting the drive for punishment in our schools.* New York, NY: The New Press.

Barnhill, G.P. (2005). Functional behavioral assessment in schools. *Intervention in school and clinic, 40*(3), 131-143

Bock, S.J., Tapscott, K.T., Savner, J.L., (1998). Suspension and expulsion: effective management for students? *Intervention in School and Clinic, 34*(1), 50-52.

Brownell, M.T., & Walther-Thomas, C.W. (1999). Dr. Michael Rosenberg: Preventing school discipline problems schoolwide. *Intervention in School and Clinic, 35*(2), 108-112.

Building Blocks for Youth, Retrieved March 30, 2005, http://www.buildingblocksforyouth.org/issues/zerotolerance/facts.html

Cater, M.K. (1992). *Action guide for effective discipline in the home and school.* Muncie, IN: Accelerated Development Inc.

Chamberlain, S.P. (2005). *Kathleen McConnell Fad and James R. Patton: A practical perspective on functional behavioral assessments and behavior intervention plans. Intervention in school and clinic, 40*(3), 161-170.

Clark, J., & Knau, S.W. (1998). *Definitions and essential elements: Student discipline provisions of the individuals with disabilities education act of 1997* (Report No. BBB24513). Des Moines, IA: Iowa Department of Education. (ERIC Document Reproduction Service No. ED434449)

Clark, J.P. (1998). *Functional behavioral assessment and behavioral intervention plans: Implementing the student discipline provisions of IDEA '97. A technical assistance guide for school social workers* (Report No. BBB10951). Washington, D.C.: National Association of Social Workers. (ERIC Document Reproduction Service No. ED455632)

Deci, E.L., Koestner, R., & Ryan, R.,M. (2001). Extrinsic rewards and intrinsic motivation in education: Reconsidered once again. *Review of Educational Research, 71*(1), 1-27.

Developing Human Resources in the Voluntary Sector, Retrieved April 27, 2005 http://www.hrvs.ca/glossary_e.cfm?mode=print

Dorene J. Philpot, Attorney at Law, Retrieved April 27, 2005 http://www.dphilpotlaw.com/html/glossary.html

Drakeford, W. (2004). *Racial disproportionality in school disciplinary practices.* (Available from the National Center for Culturally Responsive Educational Systems, 1380 Lawrence Street, Suite 625, Denver, CO 80204).

Edvantage Media Incorporated (Producer). (1998). *A new I.D.E.A. for special education understanding the system and the new law: A guide for parents, a tool for educators* [Motion Picture]. (Available from Edvantage Media Incorporated, Fair Haven, NJ)

Fischer, L., & Sorenson, G.P. (1996). *School law for counselors, psychologists, and social workers* (3rd ed). White Plains, N.Y.: Longman Publishers USA.

Fuentes, A. (2003). Discipline and punish. *Nation, 277*(20), 17-20.

Gable, R.A., Butler, C.J., Walker-Bolton, I., Tonelson, S.W., Quinn, M.Q., & Fox, J.J. (2003). Safe and effective schooling for all students: Putting into practice the disciplinary provisions of the 1997 IDEA. *Preventing School Failure, 47*(2), 74-78.

Gold, Y., & Bachelor, P. (1988). Signs of burnout are evident for practicing teachers during the teacher training period. *Education, 108*(4), 546-555.

Gray, P. (1999). *Psychology* (3rd ed.). New York, NY: Worth Publishers.

Hanna, J.L. (1988). *Disruptive school behavior: Class, race, and culture*. New York, N.Y.: Holmes & Meier.

Hartwig, E.P. (Ph.D.). (2004,May). *Just-in-time: Behavior project.* (Available from the Lakeview Professional Plaza, 1200 Lakeview Drive, Suite 350, Wausau, WI 54403-6707).

Hartwig, E.P. (Ph.D.). (2005, February). *Discipline.* (Available from the Lakeview Professional Plaza, 1200 Lakeview Drive, Suite 350, Wausau, WI 54403-6707).

Hartwig, E.P., & Ruesch, G.M. (2000). Disciplining students in special education. *The Journal of Special Education, 33*(4), 240-247.

Hinchey, P.H. (2004). Corporal punishment: Legalities, realities, and implications. *Clearing House, 77*(3), 96-100.

Hockenbury, D.H., & S.E. (1997). *Psychology*. New York, NY: Worth Publishers.

Indiana Education Policy Center. (2000, June). *The color of discipline: Sources of racial and gender disproportionality in school punishment* (Policy Research Report #SRS1). Indiana University: Skiba, R.J., Michael, R.S., Nardo, A.C., & Peterson, R.

Information Center on Disabilities and Gifted Education, Retrieved April 28, 2005 http://ericec.org/digests/e571.html

IRIS Media Incorporated (Producer). (1999). *Defusing anger and aggression: Safe strategies for secondary school educators* [Motion Picture]. (Available from IRIS Media, Eugene, OR)

Jacob, S., & Hartshorne, T.S. (2003). *Ethics and the law for school psychologists* (4th ed.). Hoboken, N.J.: John Wiley & Sons, Inc.

Kazdin, A.E. (2001). *Behavior modification in applied settings* (6th ed.). Belmont, CA: Wadsworth/Thomson Learning.

Morris, C.G. (1993). *Psychology: An introduction* (8th ed.). Englewood Cliffs, NJ: Prentice-Hall, Inc.

Nebraska Department of Education, Retrieved April 28, 2005, http://www.nde.state.ne.us/SPED/iepproj/prepare/team.html

Nelsen, J. (1999). *Positive time-out: And over 50 ways to avoid power struggles in the home and the classroom.* Rocklin, CA: Prima Publishing.

O'Neill, R.E., Horner, R.H., Albin, R.W., Sprague, J.R., Storey, K., & Newton, J.S. (1997). *Functional Assessment and Program Development for Problem Behavior* (2nd ed.). Pacific Grove, CA: Brooks/Cole Publishing Company.

Powell, K.C. (2004). Developmental psychology of adolescent girls: Conflicts and identity issues. *Education, 125*(1), 77-87.

Project NoSpank. Retrieved April 11, 2005, from http://www.nospank.net/101.htm

Raffaele Mendez, L.M., & Knoff, H.M. (2003). Who gets suspended from school and why: A demographic analysis of schools and disciplinary infractions in a large school district. *Education and Treatment of Children, 26*(1), 30-51.

Sachs, J.J., & Armstrong, S.W. (1992). Administration of corporal punishment: Where are the procedural safeguards. *Education, 113*(2), 312-318.

Scotti, J.R., & Meyer, L.H. (1999). *Behavioral interventions: Principles, models, and practices*. Baltimore, MD: Paul H. Brookes Publications.

Shartel, J.S. (1999). Range of legal issue arise when implementing zero tolerance policies. *Inside School Safety, 3*(9), 7-8.

State of Wisconsin Joint Legislative Council. (1999). *New laws relating to discipline and safety* (Information Memorandum 99-5). Madison, WI: Henkel, J.R.

SVE & Churchill Media (Producer). (1998). *It can't happen here: Recognition and prevention of extreme school violence* [Motion Picture]. (Available from kineticvideo.com)

Swick, K.J. (1985). *A proactive approach to discipline: Six development modules for educators.* Washington, D.C.: National Education Association.

Taras, H.L., Frankowski, B.L., McGrath, J.W., Mears, C.J., Murray, R.D., & Young, T.L. (2003). Out of school suspension and expulsion. *Pediatrics, 112*(5), 1206-1209.

Troyan, B.E. (2003) The silent treatment: Perpetual in-school suspension and the education rights of students. *Texas Law Review, 81*(6), 1637-1670.

What the numbers say. (2000, September). *Curriculum Review, 40*(1), 3.

Wikipedia, Retrieved April 27 2005, http://en.wikipedia.org/wiki/Corporal_punishment /, Retrieved April 27, 2005

Witzel, B.S., & Mercer, C.D. (2003). Using rewards to teach students with disabilities: Implications for motivation. *Remedial and Special Education, 24*(2), 88-96.

Yell, M.L., Drasgow, E., & Rozalski, M.E. (2001). Disciplining students with disabilities. *Focus on Exceptional Children, 33*(9), 1-20.