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Discipline Based Approaches and Student Performance

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RUNNING HEAD: DISCIPLINE BASED APPROACHES AND STUDENT PERFORMANCE

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ABSTRACT

Schools serve as a primary institution whereas the youth of society will acquire skill sets and form a knowledge base that they can carry on into adult hood, eventually becoming responsible contributors to society. Discipline problems in schools continue to be one of the greatest causes of concern for educators in schools today. Constructivist instruction is highly concerned with the motivational factors that inspire the student to learn. Fundamental to theories of positive discipline are the emphasis on offering solutions and building confidence. The intent of this is to increase the individual's willingness to learn.

Teachers are essential to maintaining student achievement. The issue about what discipline based approach should be utilized in the classroom setting in order to maximize student performance is a heavily debatable topic. Within the classroom setting, students have been exposed to different types of disciplinary intervention approaches. This paper will explore the relationship between the implementation of different disciplinary intervention approaches and the linkages between student performance.

Introduction

There is a story that educators hear almost every day: Little Johnny is not focusing on his class work. Instead, he is talking to his friends and throws a piece of paper across the room. Little Johnny's teacher instructs him to move to a different seat, away from his friends. When that does not work, Little Johnny's teacher sends him out of class to the principal's office, where he will likely be issued some form of detention for his inappropriate behavior.

The question arises, then, as to the effectiveness of the teacher's intervention. Is punishing a student under traditional methods (i.e. removal from the classroom and a visit with the principal) truly necessary? Or, does the attention that the student receives, coupled with the loss of instructional time and the excuse for missed work just enough to encourage a repeat performance? Are there more effective interventions that the teacher could have attempted prior to removing the student from the class? As behavioral interventions are studied and examined, the question of whether or not sending Johnny out of class was an effective intervention weighs heavily on the minds of many educators.

Schools serve as a primary institution whereas the youth of society will acquire skill sets and form a knowledge base that they can carry on into adulthood as they eventually and ideally become responsible contributors to society. Education is a cognitive process that stems from the intrinsic nature in children to be curious and discover the world. An individual's ability to perceive, retain and apply information develops over time and can be shaped by discipline interventions intended at redirecting student focus and encouraging student success.

The attainment of an education includes a basic understanding of the core skills (reading, writing and basic arithmetic). However, these skills alone are not enough for a student to

achieve success. A student must also learn, through the education process, courage, confidence and life skills in order to survive in today's society. This is where the effectiveness of disciplinary interventions comes into play.

Many teachers struggle to find the most effective system of discipline. Most teachers feel limited by the progressive discipline system required by their school to be implemented in the classroom and, due to this, do not seek out alternative methods of discipline that may see different results. Additionally, many teachers do not fully understand alternative methods, and, therefore, stick to the more formal method of discipline because it has worked for them in the past. Nonetheless, the ability to apply the core skills is necessary in order for an individual to fully achieve his or her potential. Through education and the learning process, an individual undergoes a transformation, gaining an understanding and appreciation of the world.

There are a number of factors that contribute to student performance. One major factor is the disciplinary intervention program utilized within the classroom itself. The traditional notion is that where there is an increase in discipline, there will be an increase in performance. Within the classroom setting, students have been exposed to different types of disciplinary intervention approaches. At the same time, achievement levels vary per student. This paper will explore the relationship between the implementation of the different disciplinary intervention approaches and the linkages between student performance by evaluating the effectiveness of discipline based approaches within a Southern California intermediate school.

Literature Review

An ineffective system of discipline can affect all aspects of education. Students who misbehave in school are more likely to drop out and are at greater risk for drug and alcohol addictions (Carey, n.d.). The literature shows that students who are frequently disciplined in the classroom will also lack the education necessary to achieve success and realize their potential (Carey, n.d.). Dewey writes that the lack of education requires an individual to live an existence filled with darkness. Thus, the pursuit of education and the attainment of such will enable an individual to become free from darkness.

Discipline problems in schools continue to be one of the greatest causes of concern for educators in schools today. Many public opinion polls have cited discipline related issues in the schools as a problem that constantly remains unchanged. For example, in a study conducted by the research firm public agenda, 61% of teachers and 63% of parents demonstrated belief that strictly enforcing smaller rules sets a tone to help prevent bigger problems. In the same study, 78% of teachers and 74% of parents stated that only a handful of students cause most of the problems in the classroom, as the rest of the students in the classroom are left behind to observe the teacher engaging in an intervention with the identified problematic student (Education Digest, 2008).

The ideal education setting provides a forum by which individuals are able to learn their talents and use those talents to define their ambitions and pursue their goals. Teachers serve as the core to achieving this ideal setting. The most effective teachers are those who encourage critical thinking and discussion among the students (Dewey, n.d.). Teachers do this by providing wisdom and guidance and creating a learning environment that enables students to realize the practical application of information presented.

The process of learning, or attaining education, does not always have to occur in the formal education setting. For many individuals, the majority of learning will take place from living and interacting with others. This form of education is natural. As Barrier (2008) writes, "students are human beings with needs that reach beyond what is measured on a test". As Barrier observes, the ideal formal education setting fosters the natural development and curiosity of individuals, while still providing a setting where individuals can transmit resources and understand the complexities of the rules and components of society. These rules and complexities are best understood by the student as a system of discipline is outlined and enforced in the education setting.

According to an article written by John Dewey, society exists as a result of the process of transmission (n.d.). This transmission occurs as individuals engage in communication with one another, thereby expressing ideas, hopes and opinions. Without communication, social lives would cease to exist (Dewey, n.d.). It is necessary to mention that, even within social groups, it is possible not to develop social relationships. This occurs when individuals use one another to achieve desired results, or seek out means to be in a position of superiority over another. Many teacher – student relationships fall within this category, with the teacher taking a role of superiority over the student, thus the giving and taking of orders results in a lack of sharing or purpose (Dewey, n.d.).

An article by Mitchell Rice (2005) focuses on the need for organizational culture that extends beyond the superior relationship between teacher-student in the education setting.   The author introduces his topic by placing today's education setting within the context of the postmodern era. It is Rice's perception that, in the post modern era, educators will see a diverse population of students that are representative of a multicultural society. According to Rice, "the

connection between social equity and diversity takes into account the fact that public

organizations and public administrators [such as school administrators or teachers] can

profoundly affect how well they manage and deliver services to all groups in society" (2005).

For Rice, in order for teacher-student relationships to be effectively facilitated, student input and

participation must occur, creating a citizen oriented culture that discusses topics that are both

necessary and relevant to society.

In his article, Rice also explains the need for diversity in society by equivocating the

needs of society to the needs of students in the classroom setting. He states that, under the

current system of education, "we are teaching that those who work in a bureaucratic culture have

routines and habits...but this kind of teaching and coursework may not be particularly suited to

educating a broader and more racially diverse group of future decision makers" (2005). As such,

it is evident, according to Rice, that modifications must be made to classroom curriculum such

that students can engage in learning that allows them to participate in the learning process. In

doing this, teachers promote a learning environment that meets the needs of all students (Stone,

2008).

The theory of "formal discipline" is a concept that has emerged from the formal

education setting, whereas the ultimate objective of formal discipline is to establish specific

powers to the teacher by limiting the freedoms of the students. At the same time, formal

discipline promotes the structured training of minds such that responses to stimulus are adapted

and easy to come by. The standard of discipline in most systems of education is the authoritative

style of discipline. Under this style, the teacher places limits on the students and the boundaries

established, in turn, controls the students (Dewey, n.d.).

The authoritative teacher often explains the reasons behind the rules and decisions. If a student is disruptive, the teacher offers firm reprimand. According to Dewey, the authoritative (formal) discipline style is rarely reflective and merely offers a means to an ends, rather than a solution to a problem that could potentially be long term or, better yet, a series of solutions that holds the students best intentions at hand (n.d.).

Complimenting Dewey's assertions on discipline is an article written by Christopher Koliba, (2005) that demonstrates the need for a more reflective discipline intervention in the classroom. In the article, Koliba sets the tone for constructivist learning in the graduate classroom, stating that "academic programs that focus on prior learning may seek to have students demonstrate their competencies in a given area by explaining ways in which their past experiences have contributed to their mastery of the subjects at hand" (2005).

Koliba introduces the idea that teachers in the educational setting encourage their students to engage in assignments that take the form of reflective essays or those that call on the students to relate course materials to their own experiences. As students engage in the reflective activities, they feel a sense of empowerment and interest, resulting in an increased level of classroom participation and a decrease in the need for authoritative interventions.

Koliba, in the article, frequently references John Dewey. According to Koliba, "Dewey asserted that, in order for an experience to be educative, there must be an intentional effort to communicate the value of the experience and a person's learning" (2005). This goes hand in hand with Dewey's earlier cited article, whereas it is evident that educators can create assignments and interventions that are relevant to life.

In considering the need for formal discipline, consider the experience of Dottie Jensen, a twenty-five year classroom teacher veteran. Jenson is an advocate of a strongly enforced code of

student conduct and states that "codes of conduct and discipline can't be sometimes propositions. They must be enforced consistently so that everyone knows that the rules matter" (Education Digest, 2008). It is important, also, to note that the method of discipline selected by a teacher can depend on the teacher's character and experience. A teacher may also use more than one model at the same time (Magableh and Hawamdeh, 2007).

A survey conducted by Stiles and Tyson (2008) provides interesting insight into high school student perception on discipline styles in school. In the survey, 563 high school students attending the same high school in Connecticut responded to questions on the communication climate within their school. Of the students surveyed, only 37% of the respondents felt that they were being educated in a supportive environment, signifying a large portion of respondents felt unsafe or insecure in their education environment.

Based upon the survey results, Stiles and Tyson concluded that schools need to strive to clarify discipline reports. In doing this, the schools should separate, clarify and track discipline interventions. This would, the researchers argued, allow school administrators to better identify problematic areas and apply appropriate interventions based on behaviors.

The constructivist approach to teaching and learning is highly called for in the literature and criticizes a classroom environment that only utilizes formal discipline as a means of intervention. The constructivist approach, as described by Hoover, is based upon behavior modification techniques based on operant conditioning theory. The premise of constructivism is that the learner must "build" knowledge and skills and that information exists within the built constructs rather than the external environment. In short, learners build upon new knowledge upon foundations of previous learning (Hoover, 2006).

A constructivist method of teaching and a resultant discipline style enables the individual

to process stimuli from the environment that will, in turn, produce adaptive behavior rather than

more stimuli. Constructivist instruction is highly concerned with the experiences and contexts

(the motivational factors) that inspire the student to learn. In order to achieve motivation,

instruction must be structured in a way that is easily grasped while enabling the student to

engage in high levels of exploration (Hoover, 2006).

Paired with the need for a more reflective and exploratory learning environment is the

need for positive discipline in the classroom (Wubbolding, 2007). Many theories of discipline

are being discussed in education as a means of promoting self-worth through constructivist

practices. Fundamental to theories of positive discipline are the emphasis on offering solutions

and building confidence. Theories of Positive Behavior Support have been implemented in

many elementary schools and middle schools to aid in the reduction of discipline problems

(Johnson, Lyons and Griffin, 2008). The intent of this is to increase the individual's willingness

to learn. However, in doing this, it is essential that the teacher still establish limits and standards,

so as to ensure that the student accepts responsibility for any negative actions performed. In

doing this, the teacher is able to facilitate a positive climate that promotes self-discipline

(Johnson, Lyons and Griffin, 2008).

In an article by Bob Cunningham, Lori Riverstone and Steve Roberts, the authors'

describe the coupling of appreciate inquiry with positive discipline. The ability to "appreciate

inquiry identifies builds on strengths in areas important to personal or organizational

effectiveness" (2005). As Johnson, Lyons and Griffin demonstrate, that positive discipline

strategies can be applied to the total group, where "by avoiding problems and instead focusing on

strengths, the energy of the group turns positive rather than defensive and works cooperatively"
(2005).

As the literature reveals, it is evident that successful teachers must create learning environments that seek to minimize inconsistencies between understanding and experience while adhering to theories of positive discipline. For many teachers, this is where the challenge lies, as students come from varied backgrounds, and, thus, will learn in all different ways. At the same time, teachers must ensure that learning occurs by engaging the students in learning experiences that are high interest. In essence, this method of teaching allows the students to incorporate problems that are important to them (Hoover, 1996) and that celebrate their uniqueness.

The culture of an individual should be of particular interest in determining appropriate methods to teaching and learning. Jreisat states that, "cultures vary within each society, and cultural diversity is a realistic concept, although we often deal with dominant patterns and rarely with all relevant patterns" (1999). This statement reveals that educators must be prepared to transcend cultural boundaries when setting the tone in the classroom and that they must recognize that what works for one student, and, quite possibly, a large group of students, may not suffice to meet the needs of all students.

The appreciation of uniqueness in all students is another central core to promoting a safe and positive learning environment. Appreciating uniqueness creates the forefront for setting guidelines. Students should participate in the establishment of the guidelines for discussion. Teachers can build on communication patterns by recognizing that each dimension of communication "identifies with certain skills and underlies certain problems that could facilitate or inhibit effective communication" (Jreisat, 1999). The promotion of discussion is central to

promoting democracy in the classroom. Discussion should be Socratic in nature, whereas all students are able to participate and voice their opinions.

According to the book Positive Discipline, punishment for lack of participation in discussion and activities should focus on solutions rather than the punishment itself (Nelson, Lott and Glenn, 2000). Teachers can give students choices of what might help them the most. They can also involve students in creating logical consequences and encourage students to utilize principles of effective listening, where students are encouraged to have a reason or purpose in discussion and "use the thinking-speaking differential to reflect and find meaning." (Denhardt and Denhardt, 2006). This system works hand in hand with democracy, as teachers enable students to have a participative voice in their own outcomes and success.

Critics of the Positive Discipline model and constructivist learning believe that the positive discipline style creates only short term fixes, as the control is aimed mainly at stopping bad behavior rather than creating good citizens. These critics believe that positive discipline lacks the ability to foster the need in children to foster warm, caring relationships and that Jones insists in the text that the teacher grab control of the classroom from the first day and first minute (Wiked, 2006).

The authors of Positive Discipline believe that people are not born with social interest (Nelson, Lott and Glenn, 2000). This statement is not entirely true. According to Jreisat, "organizations are regularly being used as instruments for modifying social norms and cultural beliefs of a society, such as by educational institutions" (1999). Thus, it should be recognized that people are born with needs of communication and rely on interdependence for survival. From birth, individuals learn who they can rely on. Generally, this reliance is between a parent and the child, as the child learns that the parent is responsible for providing basic needs. In this,

the first basic social contract is formed. It is also the premise for forming a social context, whereas initial ideals of respect are created. People who provide basic needs demonstrate respect for human life. At the same time, individuals who receive the appropriate treatment will, in turn, develop in such a way so as to respect those who cared for them. Thus, the relationship established between the parent and the child forms the foundation of cognitive processes and culture, to include mutual respect and social interest.

For many students, grading is a form of punishment. Students who do not turn in their work get bad grade. This, in turn, results in students experiencing an increase in frustration and a decrease in interest. Additionally, it results in less work completed. The students who enter this process will ultimately fall behind. As the cycle continues, many students will fail within the system, and many will drop out.

The cycle of grading as a system of punishment could be refined under Positive Discipline. Students work with teachers to create objectives and standards. In doing this, the concept of formal homework contracts could, in turn, become social contracts.

Reducing student punishment should result in an increase in student accountability and responsibility. High probability request sequences are positive interventions improve student compliance through increased student workload and the removal of negative consequences (Lee, Belifore and Budin, 2008). It also creates an environment of problem solving, whereas students are accountable for their work no matter what. In doing this, the punishment for not turning in work does not result in a failed grade. Hence, positive discipline implies that any consequences involved will grant students another opportunity to learn and succeed. Sometimes a second chance is all it takes to promote success and increase interest in learning.

A teacher who seeks to overcome the potential negative impacts of the grading system and the institution of formal education can still successfully implement positive discipline in a classroom. The most successful teacher will utilize the constructivist learning theory and must recognize first and foremost that the learner is internally motivated. In an article by Moore, variety in the learning environment is essential to provide internal motivation. Moore urges teachers to "consider Howard Gardner's 'multiple intelligences' theory for my classes so that the information reaches learners in different ways, helping them stay focused" (2007). Thus, the key to controlling student behavior is to get them to behave differently because they believe that the change in behavior is for the good. In order to accomplish this, the student must take a time out, in sorts, so as to reflect upon their behavior while developing internalizing the discipline and positive reinforcement.

Through education and the learning process, an individual is able to further develop and understand the need for cooperation and social development. In order for methods of self-discipline to be successful, they must start at a young age. This means that parents must take a vested interest in incorporating systems of self-discipline into parenting styles. Pre-schools and other daycare facilities should also employ this theory, so that students entering the public education system will have already been introduced and accustomed to the method (Kidsource, 2007). The system of self-discipline requires that adult figures spend time in leisure activities with children sharing important activities while listening and acting as an equal, not as an instructor. As the literature reflects, this approach to discipline will increase a child's self-esteem, enabling the child to feel valued, cooperative and able to take initiative to solve problems.

Methodologies

As is evident from the above literature review, much research has been conducted on the types of discipline based approaches available to and utilized by teachers in the classroom setting. However, little research has been conducted into the link between the discipline based approaches and actual student performance. It is evident, from the literature review, that discipline based approaches can impact the classroom management system and the type of learning that occurs in the classroom. Due to this, this study will explore the relationship between the type of discipline based approach experienced by middle school students at Desert Willow Intermediate School and the GPA of the students responding to the survey.

This study will operate under the assumption that there is a linkage between discipline based approaches and GPA. Sub assumptions that arise from the main assumption include:

- Students who experience a positive discipline based approach will have a higher GPA
- Students who experience a combination of a positive and negative discipline based approach will have a middle range GPA
- Students who experience a negative discipline based approach will have a lower GPA.

In the study, the independent variable is Grade Point Average. The dependant variable is the individual student response to an issued survey. Correlated with the Grade Point Average is the student's perception on effective disciplinary interventions.

In this study, the operational element that needs to be defined is "what constitutes discipline". For the purpose of the study, discipline is any intervention to student behavior that is performed with the intention of modifying the student behavior. "Positive Discipline" is defined as a motivational based discipline intervention that yields to the students intrinsic desire to achieve success. "Negative Discipline" is used interchangeably with "Formal Discipline" and

refers to the punishment enacted for an undesired student behavior. "Grade Point Average" is defined as the calculated value of student performance, on a 4.0 scale, as held by each student participating in the survey. A "higher GPA" is defined as having a GPA between a 3.0 and 4.0. A "middle range GPA" is defined as having a GPA between a 2.0 and a 2.99. A "low GPA" is defined as having a GPA that is 1.99 and below.

In order to adequately measure the linkage between GPA and disciplinary interventions, a survey was conducted with the intention of testing and validating the hypothesis. The survey was presented to 134 middle school students, randomly placed into the eighth grade science class taught by the researcher. The survey calls for data regarding student perspectives on positive and negative discipline based approaches utilized in the classroom and in the home. Once surveys were collected from the students, the data was compared so as to ascertain a correlation between student responses on their experiences with positive and negative discipline based interventions and student GPA.

Results and Findings: Pre-Data

As previously discussed, the survey was presented to 134 middle school students, randomly enrolled in the 8th grade science class taught by the researcher. Of the 134 students that were issued the survey, 89 students returned the survey, indicating a 66% return rate. Because the students participating in the survey are all minors, the students were required to obtain permission from their parents via a signature on a permission slip page. The distributed surveys, along with the verbiage on the permission slip page are contained in Appendix A.

Based on the 89 respondents, the following pre-data was collected about the students:

Ethnicity: Of the 89 respondents, 57 were Hispanic, 17 were African-American, 13 were Caucasian, 1 was Asian and 1 was Alaskan (Figure 1).

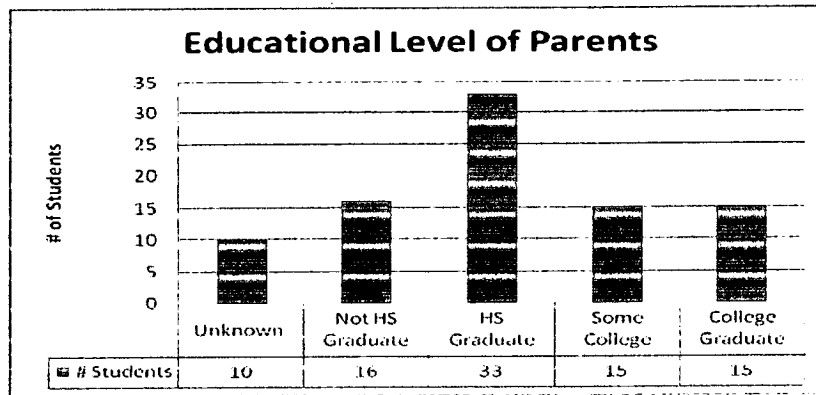Figure 1

	Caucasian	Hispanic	Asian	African	Alaskan
# Students	13	57	1	17	1
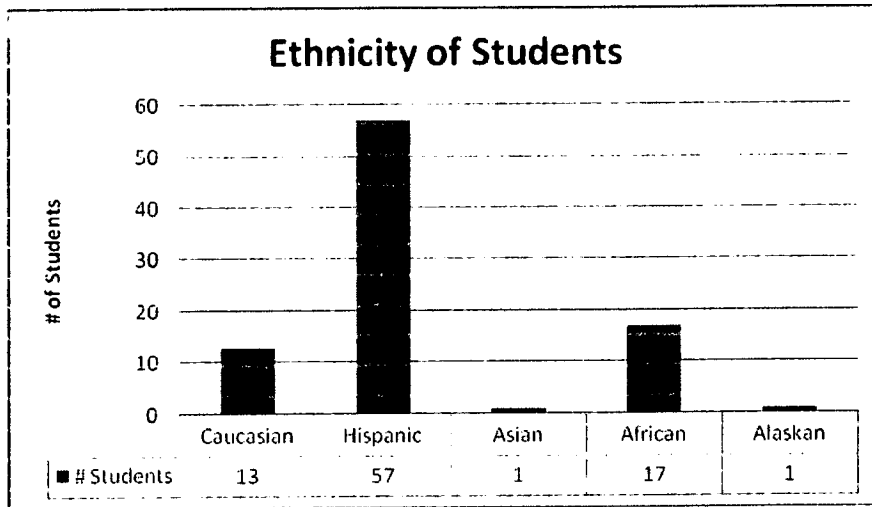
Home Language: Of the 89 respondents, 45 speak Spanish in the home, 43 speak English and 1 speaks Arabic (Figure 2).

Figure 2

Home Language

|	Arabic	Engligh	Spanish
# Students	1	43	45
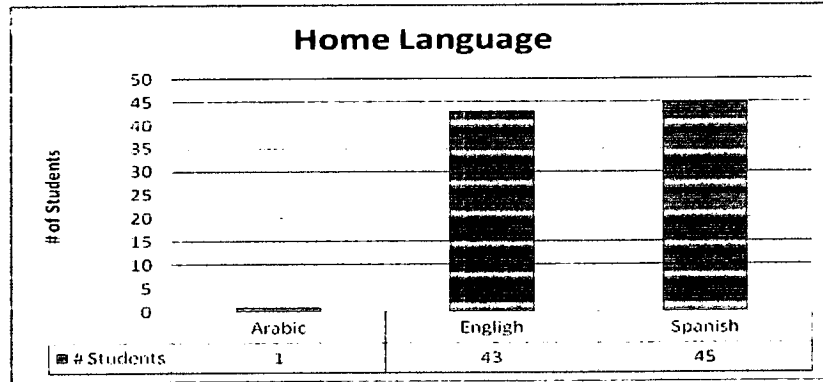
Education Level of Parents: Of the 89 respondents, 15 had parents were college graduates, 15 had parents who had some college, 33 had parents whose highest education level attained was a high school diploma, 16 had parents who were not high school graduates and 10 students had a parent education level that was unknown (Figure 3).

Figure 3

Educational Level of Parents

	Unknown	Not HS Graduate	HS Graduate	Some College	College Graduate
# Students	10	16	33	15	15

Grade Point Average: Of the 89 respondents, 33 had a grade point average of 3.0 – 4.0, 32 had a grade point average of 2.0-2.99 and 24 had a grade point average of 1.99 and below (Figure 4).

Figure 4
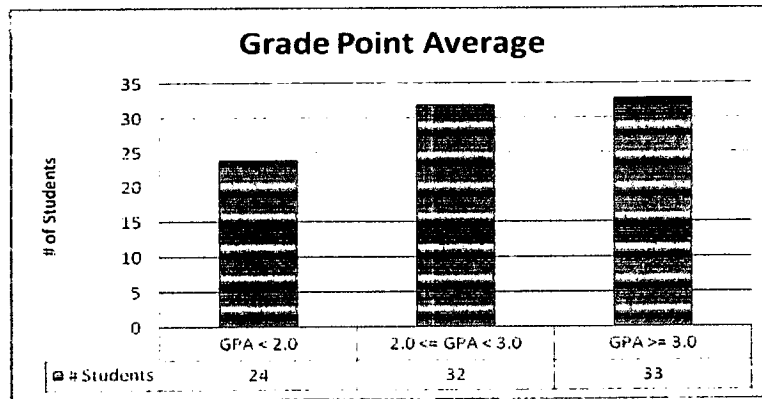
Grade Point Average

	GPA < 2.0	2.0 <= GPA < 3.0	GPA >= 3.0
# Students	24	32	33

Results and Findings of Sub Assumption #1: Students who have a high GPA will

experience a positive discipline based approach

Question #1: If you break a rule in class, you are punished.

A response of "Always" or "Most of the Time" to this question is indicative of a negative discipline based approach. A response of "Some of the time" or "Never" to this question is indicative of a positive discipline based approach.

As Figure 5 indicates, students with a GPA of 3.0 and above were split between a negative and positive discipline based approach on this question, with a slight tendency towards a negative discipline based approach.
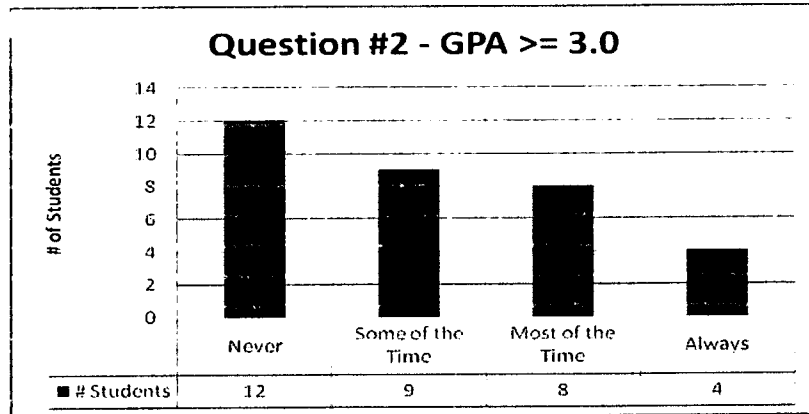
Figure 5
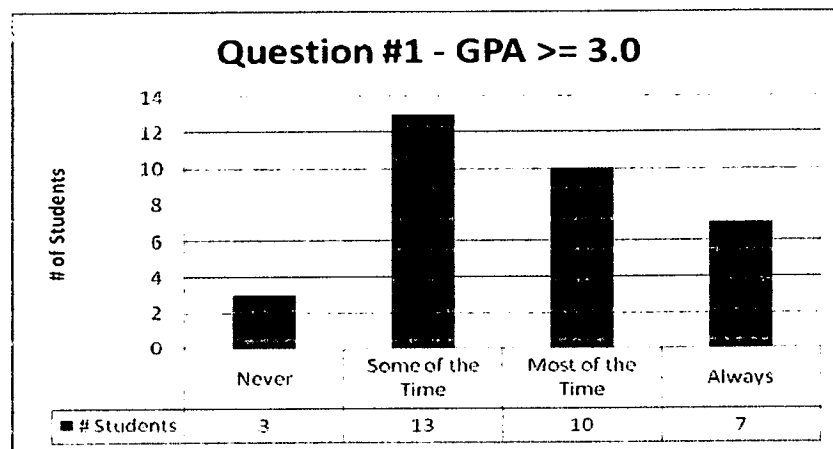
Question #2: When you get a good grade on a test, you are rewarded by your teacher

A response of "Always" or "Most of the Time" to this question is indicative of a positive discipline based approach. A response of "Some of the time" or "Never" to this question is indicative of a negative discipline based approach.

As Figure 6 indicates, students with a GPA of 3.0 and above tended towards experiencing a negative discipline based approach in responding to this question.

Figure 6

Question #2 - GPA >= 3.0

# Students	12	9	8	4

Question #3: You feel as if your teachers genuinely care about you

A response of "Always" or "Most of the Time" to this question is indicative of a positive discipline based approach. A response of "Some of the time" or "Never" to this question is indicative of a negative discipline based approach.

As Figure 7 indicates, students with a GPA of 3.0 and above were split between a negative and positive discipline based approach on this question, with a slight tendency towards a negative discipline based approach.

Figure 7
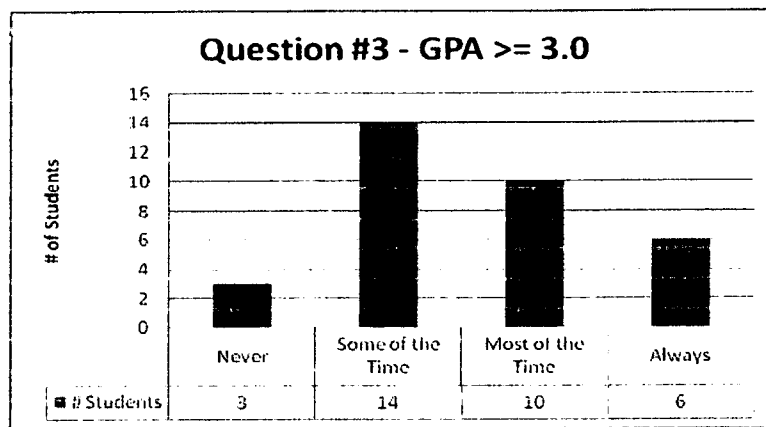
Question #3 - GPA >= 3.0

# Students	3	14	10	6

Question #4: When you are rewarded by your teacher, you feel motivated to work harder

A response of "Always" or "Most of the Time" to this question is indicative of a positive discipline based approach. A response of "Some of the time" or "Never" to this question is indicative of a negative discipline based approach.

As Figure 8 indicates, students with a GPA of 3.0 and above tended towards experiencing a positive discipline based approach in responding to this question.

Figure 8

Question #4 - GPA >= 3.0			
	Never	Some of the Time	Most of the Time	Always
■ # Students	1	6	7	19

Question #5: When you are punished by your teacher, you feel motivated to not get in trouble again

A response of "Always" or "Most of the Time" to this question is indicative of a negative discipline based approach. A response of "Some of the time" or "Never" to this question is indicative of a positive discipline based approach.

As Figure 9 indicates, students with a GPA of 3.0 and above were split between a negative and positive discipline based approach on this question, with a slight tendency towards a negative discipline based approach.
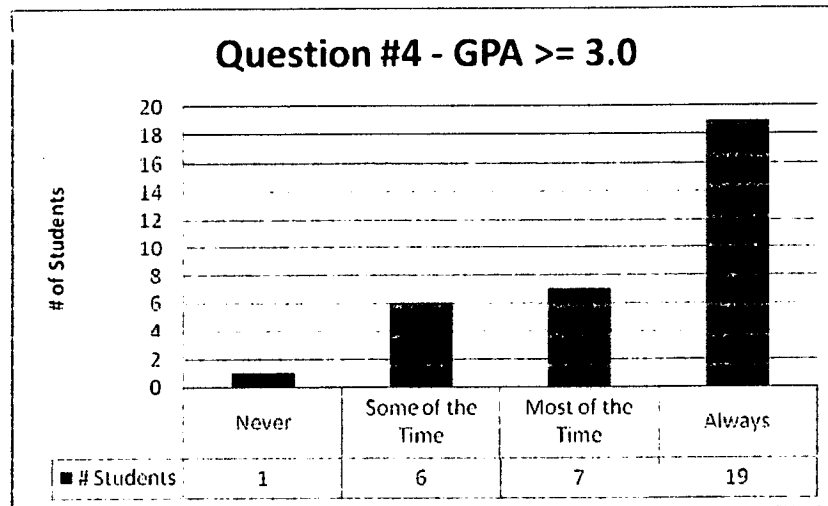
Figure 9

Question #6: You are satisfied with your Grade Point Average (GPA)

A response of "Always" or "Most of the Time" to this question is indicative of a positive discipline based approach. A response of "Some of the time" or "Never" to this question is indicative of a negative discipline based approach.

As Figure 10 indicates, students with a GPA of 3.0 and above tended towards experiencing a positive discipline based approach in responding to this question.
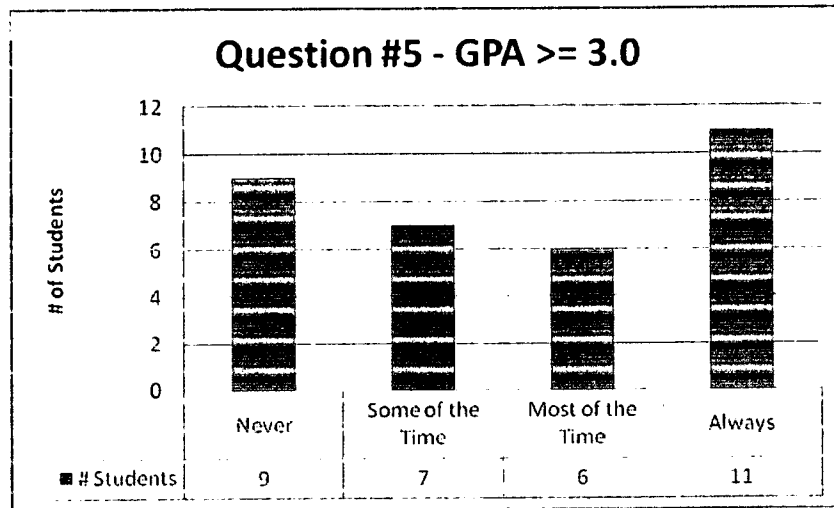
Figure 10
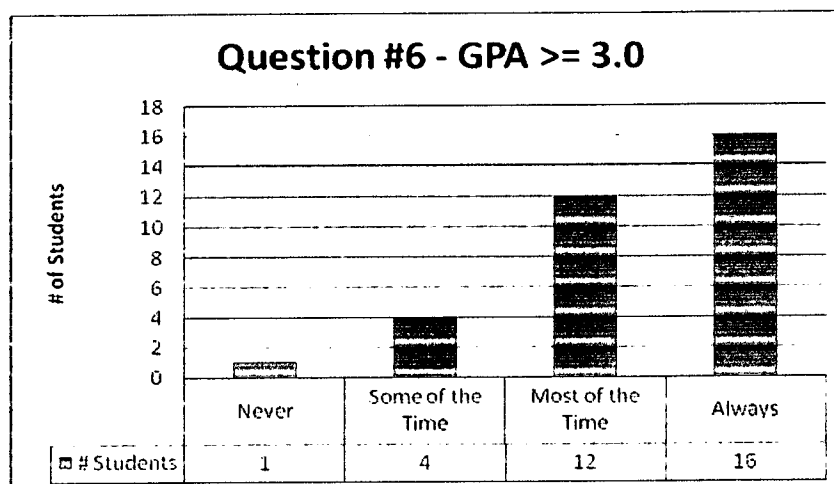
Question #7: You prefer getting rewarded for good behavior rather than punished for bad
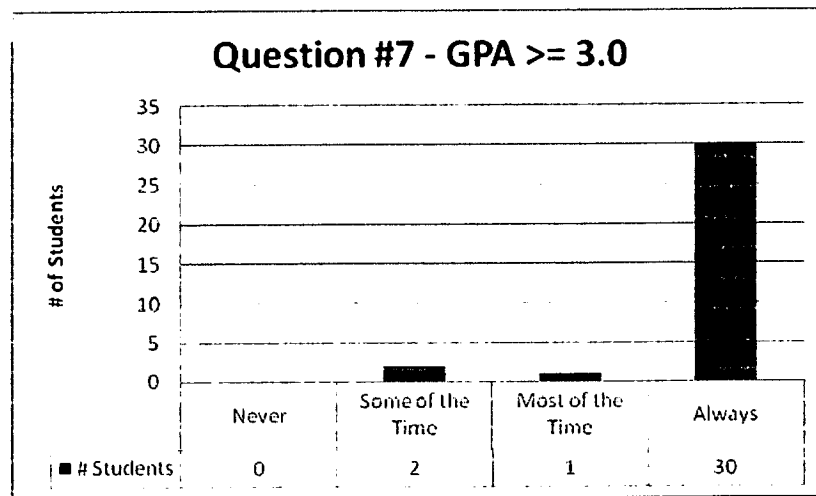
behavior.

A response of "Always" or "Most of the Time" to this question is indicative of a positive

discipline based approach. A response of "Some of the time" or "Never" to this question is

indicative of a negative discipline based approach.

As Figure 11 indicates, students with a GPA of 3.0 and above tended towards a positive

discipline based approach in responding to this question.

Figure 11

Question #7 - GPA >= 3.0

	Never	Some of the Time	Most of the Time	Always
# Students	0	2	1	30

Question #8: If you were rewarded more often than punished, you would do a better job in

school.

A response of "Always" or "Most of the Time" to this question is indicative of a positive

discipline based approach. A response of "Some of the time" or "Never" to this question is

indicative of a negative discipline based approach.

As Figure 12 indicates, students with a GPA of 3.0 and above tended towards a positive

discipline based approach in responding to this question.

Figure 12

Question #8 - GPA >= 3.0

# of Students	Never	Some of the Time	Most of the Time	Always
■ # Students	1	7	0	25

Question #9: You feel as if you have some control over the grades you get.

A response of "Always" or "Most of the Time" to this question is indicative of a positive

discipline based approach. A response of "Some of the time" or "Never" to this question is

indicative of a negative discipline based approach.

As Figure 13 indicates, students with a GPA of 3.0 and above tended towards a positive

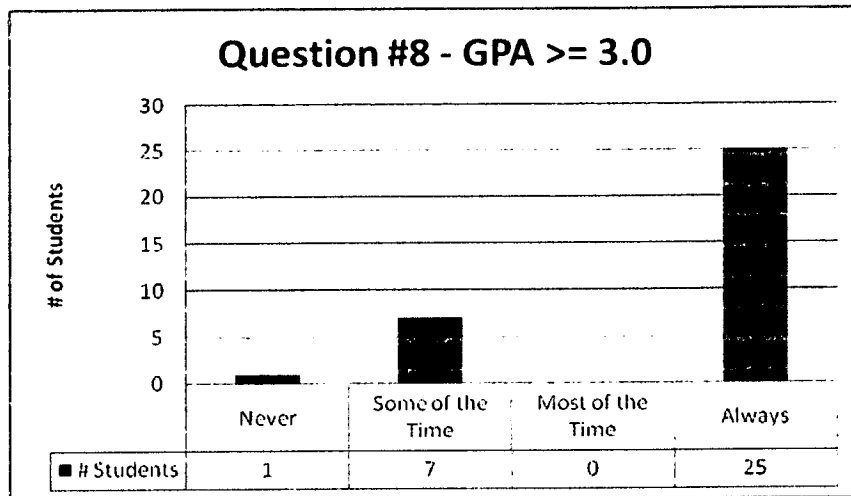discipline based approach in responding to this question.

Figure 13

Question #9 - GPA >= 3.0

# of Students	Never	Some of the Time	Most of the Time	Always
■ # Students	1	5	10	17

Question #10: You feel as if your teachers are fair in the type of punishment you receive when

you break a rule.

A response of "Always" or "Most of the Time" to this question is indicative of a positive

discipline based approach. A response of "Some of the time" or "Never" to this question is

indicative of a negative discipline based approach.

As Figure 14 indicates, students with a GPA of 3.0 and above tended towards a positive

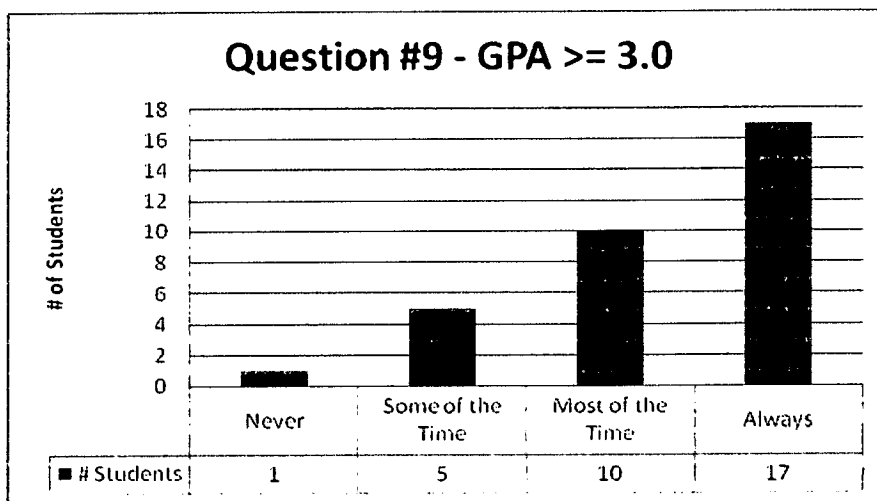discipline based approach in responding to this question.

Figure 14
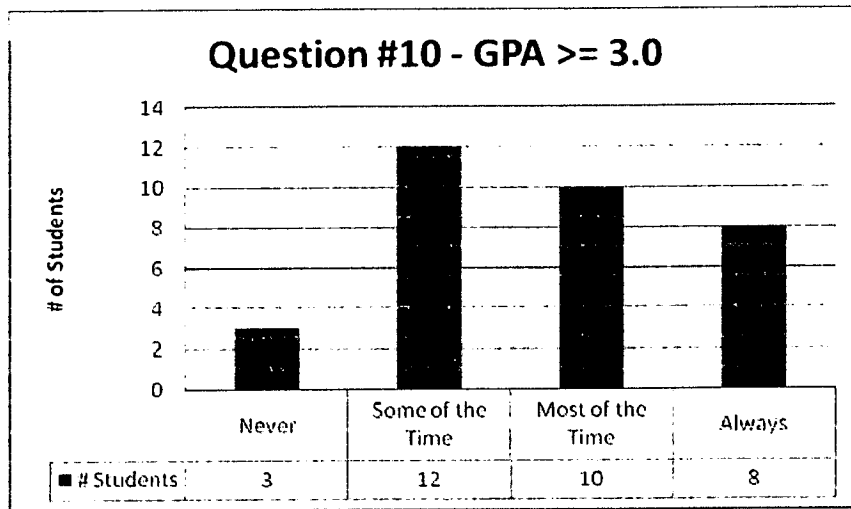
	Never	Some of the Time	Most of the Time	Always
■ # Students	3	12	10	8

Overall Results and Findings of Sub Assumption #1: Students who have a high GPA will

experience a positive discipline based approach.

As Figure 15 indicates, Sub Assumption #1 was validated based on the responses to this survey.

Figure 15
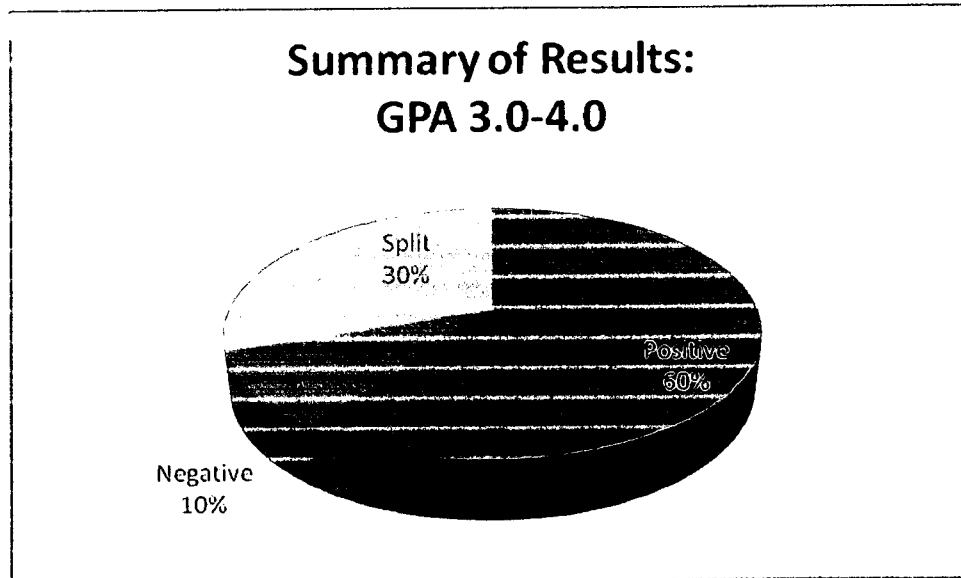
**Summary of Results:
GPA 3.0-4.0**

Split
30%

Positive
60%

Negative
10%

Results and Findings of Sub Assumption #2: Students who have a middle range GPA will experience a combination of a positive and negative discipline based approach.

Question #1: If you break a rule in class, you are punished.

A response of "Always" or "Most of the Time" to this question is indicative of a negative discipline based approach. A response of "Some of the time" or "Never" to this question is indicative of a positive discipline based approach.

As Figure 16 indicates, students with a GPA of 2.0-2.99 were split between a negative and positive discipline based approach on this question.

Figure 16
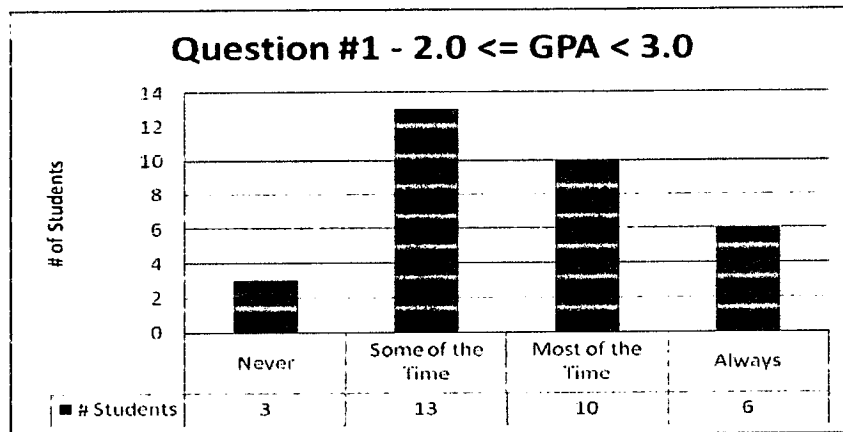
	Never	Some of the Time	Most of the Time	Always
■ # Students	3	13	10	6

Question #2: When you get a good grade on a test, you are rewarded by your teacher

A response of "Always" or "Most of the Time" to this question is indicative of a positive discipline based approach. A response of "Some of the time" or "Never" to this question is indicative of a negative discipline based approach.

As Figure 17 indicates, students with a GPA of 2.0-2.99 tended towards experiencing a negative discipline based approach in responding to this question.

Figure 17

Question #2 - 2.0 <= GPA < 3.0

	Never	Some of the Time	Most of the Time	Always
■ # Students	15	13	2	2

Question #3: You feel as if your teachers genuinely care about you

A response of "Always" or "Most of the Time" to this question is indicative of a positive discipline based approach. A response of "Some of the time" or "Never" to this question is indicative of a negative discipline based approach.

As Figure 18 indicates, students with a GPA of 2.0-2.99 were split between a negative and positive discipline based approach on this question, with a slight tendency towards a positive discipline based approach.
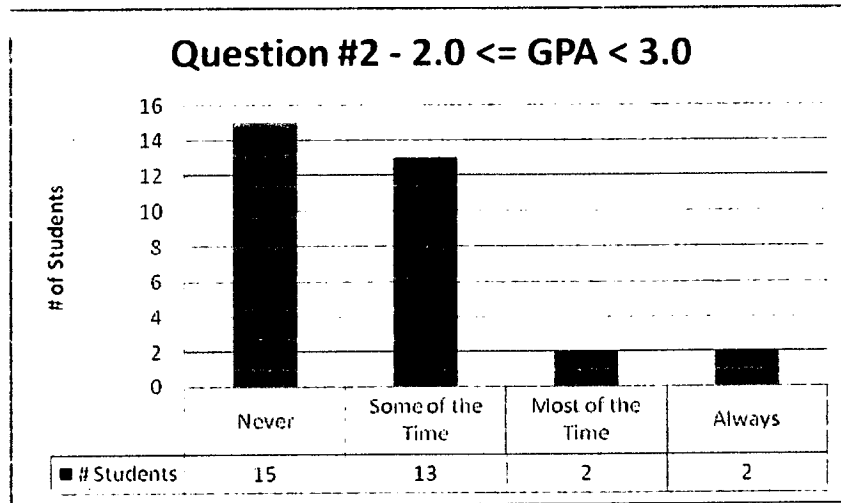
Figure 18
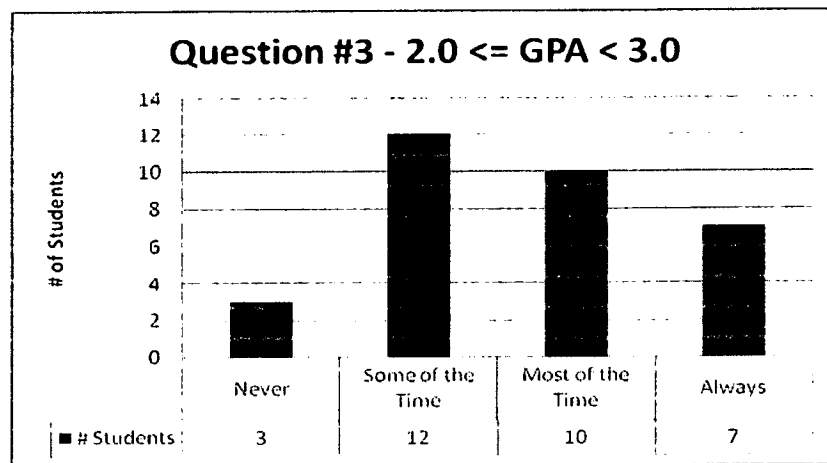
Question #3 - 2.0 <= GPA < 3.0

	Never	Some of the Time	Most of the Time	Always
■ # Students	3	12	10	7

Question #4: When you are rewarded by your teacher, you feel motivated to work harder

A response of "Always" or "Most of the Time" to this question is indicative of a positive discipline based approach. A response of "Some of the time" or "Never" to this question is indicative of a negative discipline based approach.

As Figure 19 indicates, students with a GPA of 2.0-2.99 tended towards experiencing a positive discipline based approach in responding to this question.

Figure 19
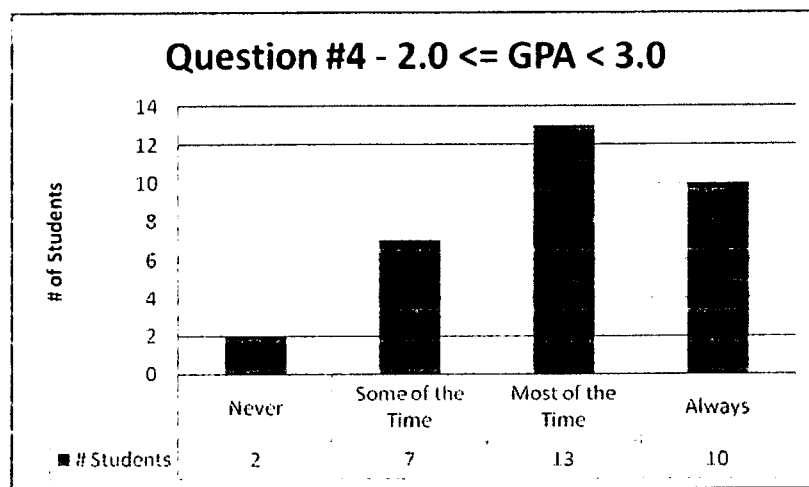
Question #5: When you are punished by your teacher, you feel motivated to not get in trouble again

A response of "Always" or "Most of the Time" to this question is indicative of a negative discipline based approach. A response of "Some of the time" or "Never" to this question is indicative of a positive discipline based approach.

As Figure 20 indicates, students with a GPA of 2.0-2.99 tended towards a negative discipline based approach in responding to this question.

Figure 20

Question #5 - 2.0 <= GPA < 3.0

# Students	2	10	5	15
	Never	Some of the Time	Most of the Time	Always

Question #6: You are satisfied with your Grade Point Average (GPA)

A response of "Always" or "Most of the Time" to this question is indicative of a positive discipline based approach. A response of "Some of the time" or "Never" to this question is indicative of a negative discipline based approach.

As Figure 21 indicates, students with a GPA of 2.0-2.99 were split between a positive and negative discipline based approach in responding to this question, with a slight tendency towards a positive discipline based approach.

Figure 21

Question #6 - 2.0 <= GPA < 3.0

# Students	4	11	11	6
	Never	Some of the Time	Most of the Time	Always

Question #7: You prefer getting rewarded for good behavior rather than punished for bad

behavior.

A response of "Always" or "Most of the Time" to this question is indicative of a positive

discipline based approach. A response of "Some of the time" or "Never" to this question is

indicative of a negative discipline based approach.

As Figure 11 indicates, students with a GPA of 2.0-2.99 tended towards a positive

discipline based approach in responding to this question.

Figure 22

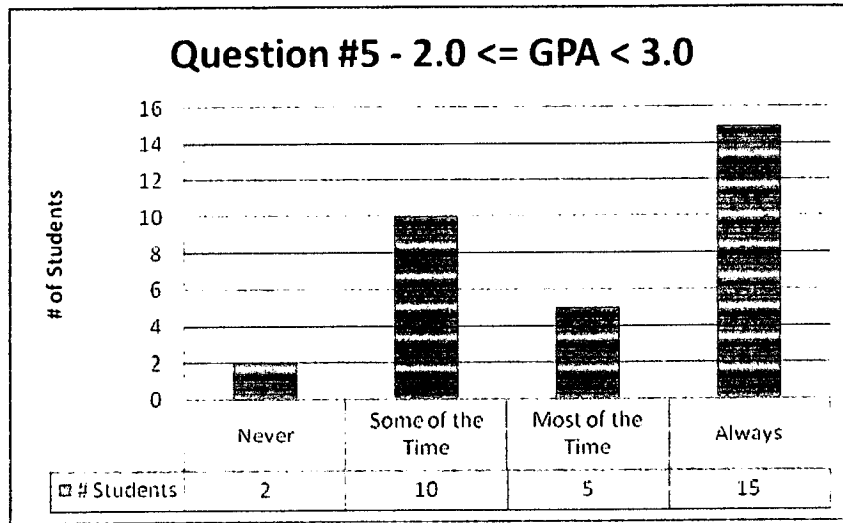*Question #8: If you were rewarded more often than punished, you would do a better job in*

school.

A response of "Always" or "Most of the Time" to this question is indicative of a positive

discipline based approach. A response of "Some of the time" or "Never" to this question is

indicative of a negative discipline based approach.

As Figure 23 indicates, students with a GPA of 2.0-2.99 tended towards a positive

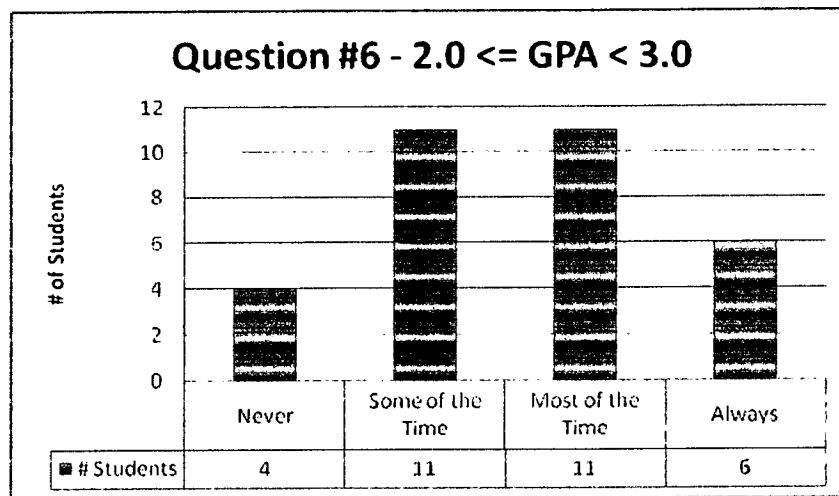discipline based approach in responding to this question.

Figure 23

Question #8 - 2.0 <= GPA < 3.0

	Never	Some of the Time	Most of the Time	Always
■ # Students	2	4	7	19

Question #9: You feel as if you have some control over the grades you get.

A response of "Always" or "Most of the Time" to this question is indicative of a positive

discipline based approach. A response of "Some of the time" or "Never" to this question is

indicative of a negative discipline based approach.

As Figure 24 indicates, students with a GPA of 2.0-2.99 tended towards a positive

discipline based approach in responding to this question.

Figure 24

Question #9 - 2.0 <= GPA < 3.0

	Never	Some of the Time	Most of the Time	Always
■ # Students	4	4	12	12

Question #10: You feel as if your teachers are fair in the type of punishment you receive when

you break a rule.

A response of "Always" or "Most of the Time" to this question is indicative of a positive

discipline based approach. A response of "Some of the time" or "Never" to this question is

indicative of a negative discipline based approach.

As Figure 25 indicates, students with a GPA of 2.0-2.99 tended towards a negative

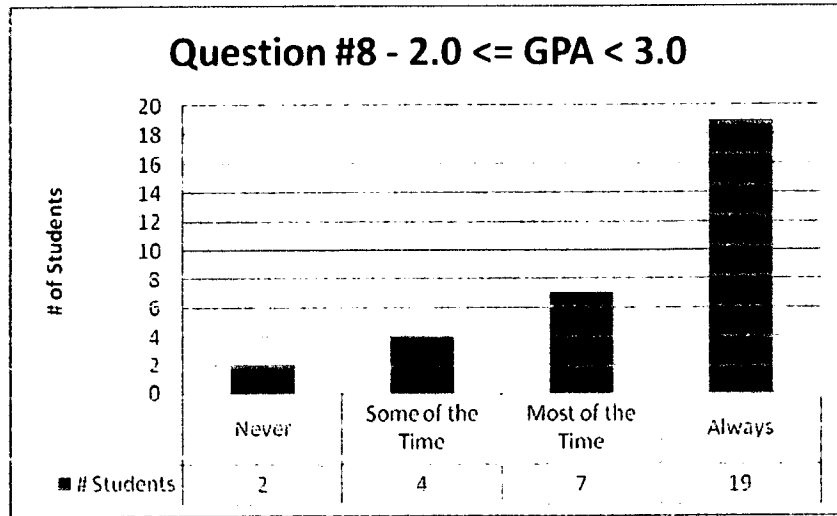discipline based approach in responding to this question.

Figure 25

# Students	Never	Some of the Time	Most of the Time	Always
# Students	6	13	8	5

Overall Results and Findings of Sub Assumption #2: Students who have a middle range GPA will

experience a combination of a positive and negative discipline based approach.

As Figure 26 indicates, Sub Assumption #2 was validated based on the responses to this survey.

Figure 26

Summary of Results: GPA 2.0-2.99

Spit
30%

Positive
40%

Negative
30%

Results and Findings of Sub Assumption 3: Students who have a low GPA will experience a

negative discipline based approach

Question #1: If you break a rule in class, you are punished.

A response of "Always" or "Most of the Time" to this question is indicative of a negative discipline based approach. A response of "Some of the time" or "Never" to this question is indicative of a positive discipline based approach.

As Figure 27 indicates, students with a GPA below 2.0 tended towards a negative discipline based approach in responding to this question
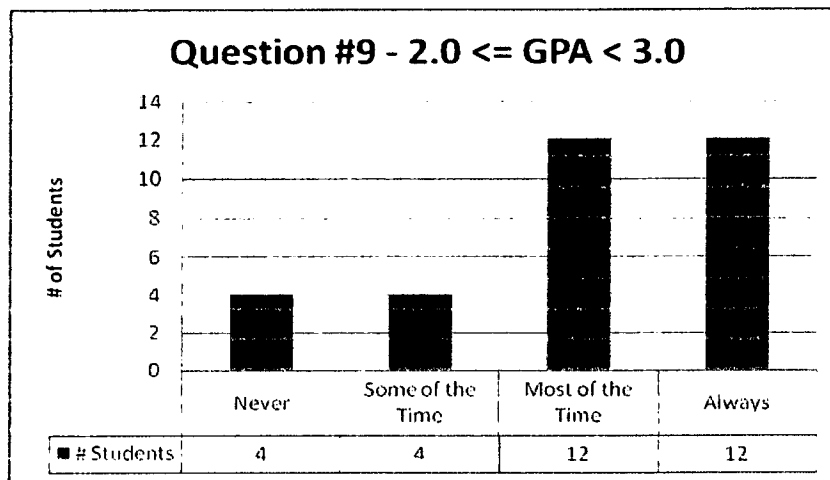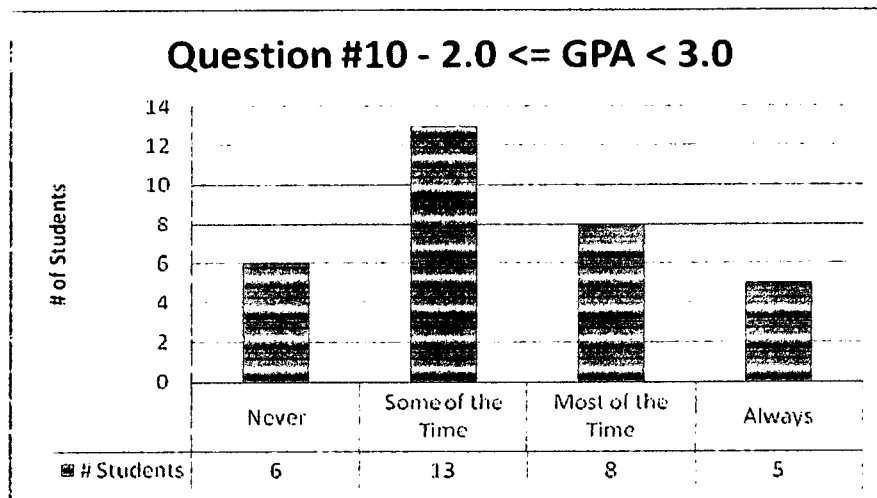
Figure 27
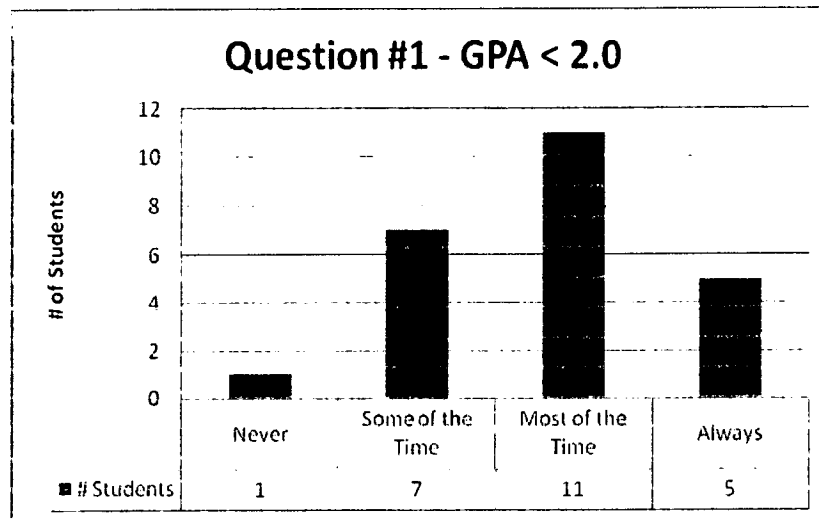
Question #2: When you get a good grade on a test, you are rewarded by your teacher

A response of "Always" or "Most of the Time" to this question is indicative of a positive discipline based approach. A response of "Some of the time" or "Never" to this question is indicative of a negative discipline based approach.

As Figure 28 indicates, students with a GPA below 2.0 tended towards experiencing a negative discipline based approach in responding to this question.

Figure 28
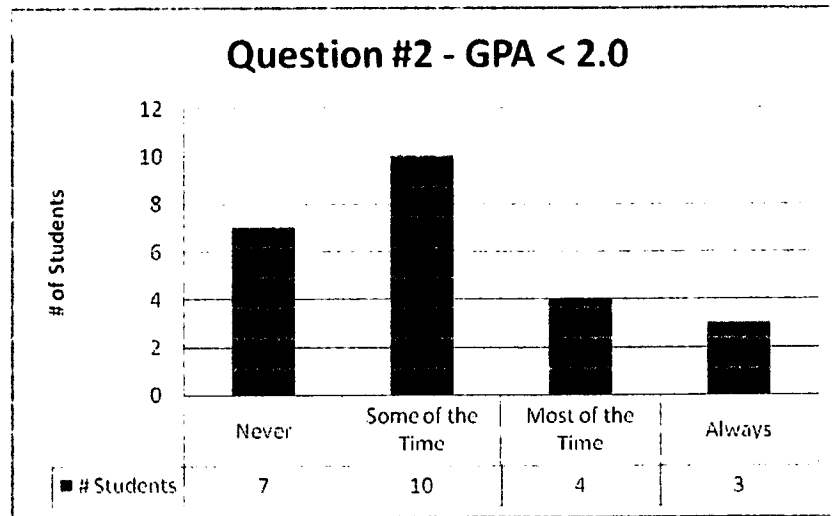
Question #2 - GPA < 2.0

# Students	Never	Some of the Time	Most of the Time	Always
	7	10	4	3

Question #3: You feel as if your teachers genuinely care about you

A response of "Always" or "Most of the Time" to this question is indicative of a positive

discipline based approach. A response of "Some of the time" or "Never" to this question is

indicative of a negative discipline based approach.

As Figure 29 indicates, students with a GPA below 2.0 tended towards a negative
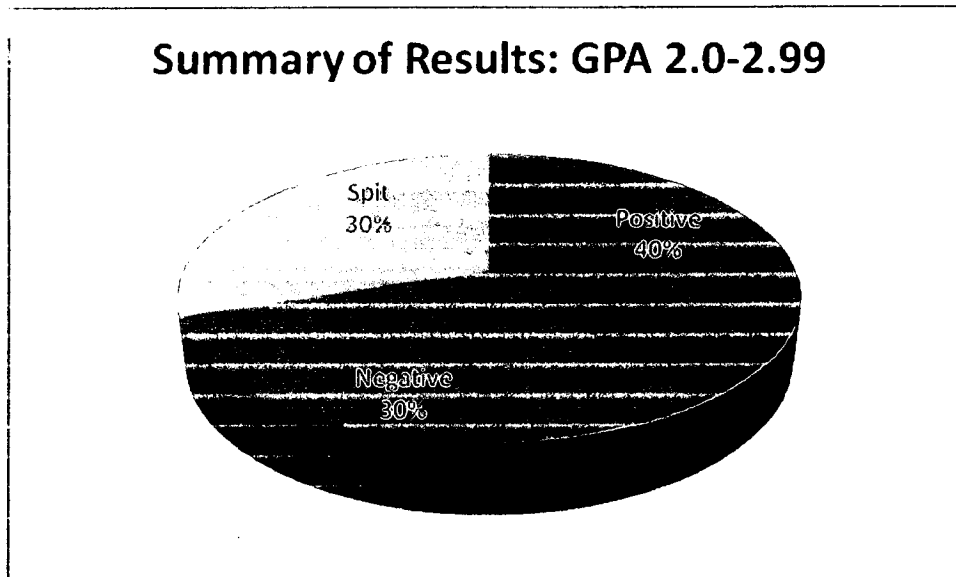
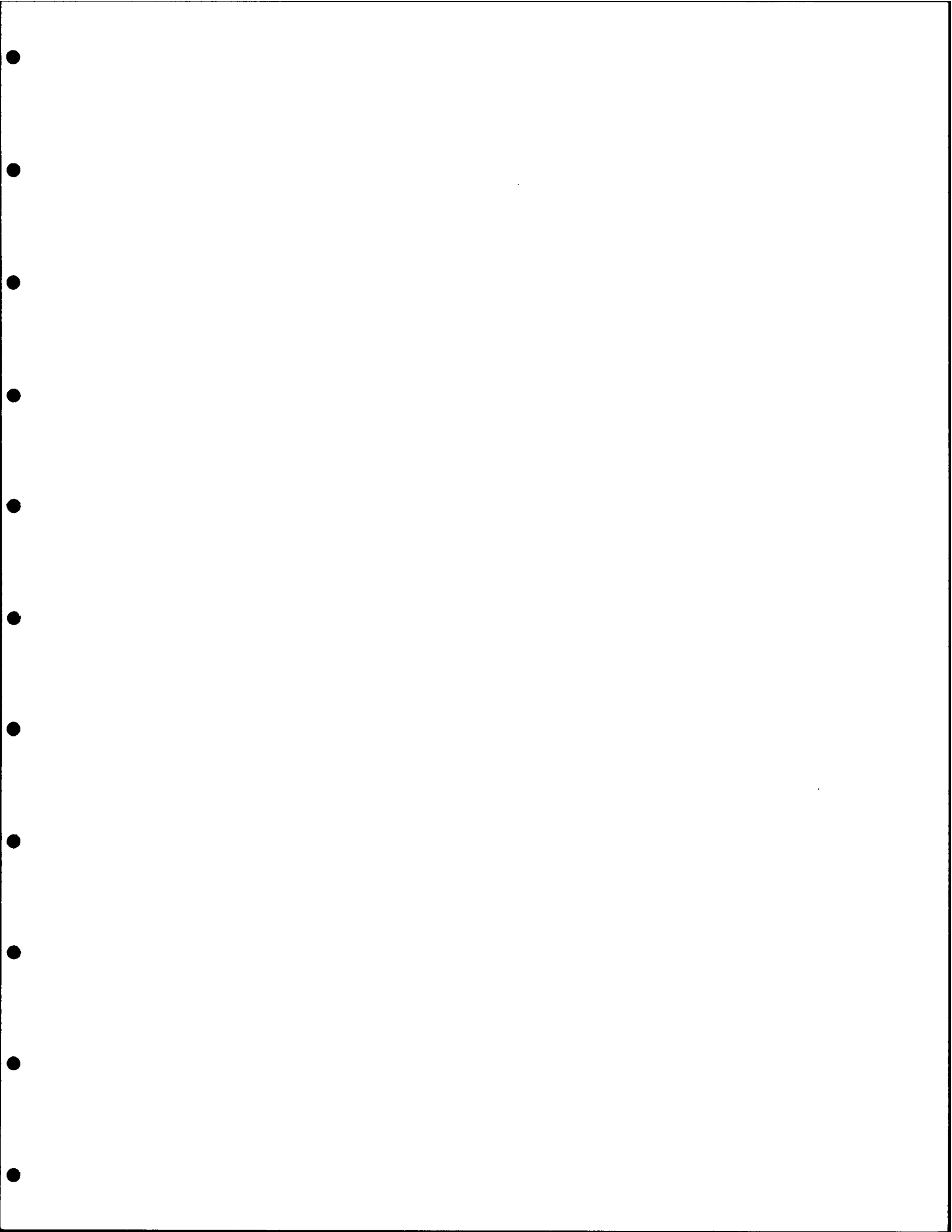discipline based approach in responding to this question.

Figure 29
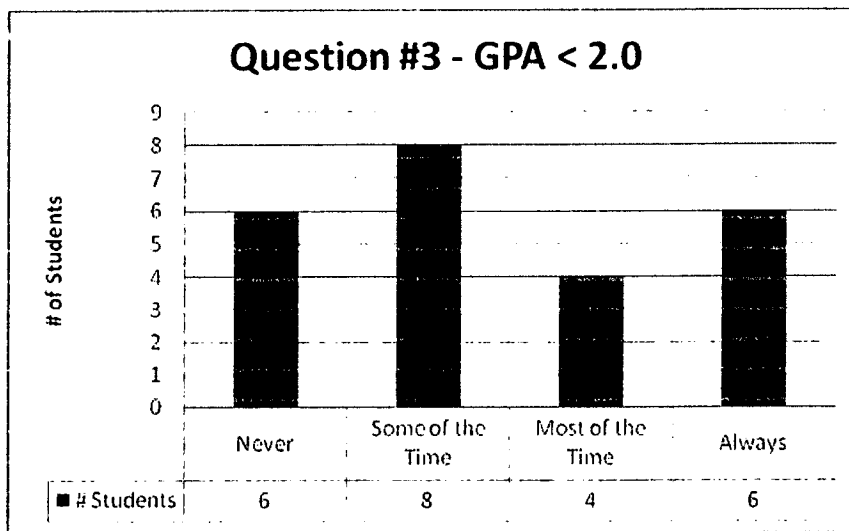
Question #3 - GPA < 2.0

# Students	Never	Some of the Time	Most of the Time	Always
	6	8	4	6

Question #4: When you are rewarded by your teacher, you feel motivated to work harder

A response of "Always" or "Most of the Time" to this question is indicative of a positive discipline based approach. A response of "Some of the time" or "Never" to this question is indicative of a negative discipline based approach.

As Figure 30 indicates, students with a GPA below 2.0 tended towards experiencing a positive discipline based approach in responding to this question.

Figure 30

Question #5: When you are punished by your teacher, you feel motivated to not get in trouble again

A response of "Always" or "Most of the Time" to this question is indicative of a negative discipline based approach. A response of "Some of the time" or "Never" to this question is indicative of a positive discipline based approach.

As Figure 31 indicates, students with a GPA below 2.0 tended towards a negative discipline based approach in responding to this question.

Figure 31

Question #5 - GPA < 2.0

# Students	2	6	8	8

Question #6: You are satisfied with your Grade Point Average (GPA)

A response of "Always" or "Most of the Time" to this question is indicative of a positive discipline based approach. A response of "Some of the time" or "Never" to this question is indicative of a negative discipline based approach.

As Figure 32 indicates, students with a GPA below 2.0 tended towards experiencing a negative discipline based approach in responding to this question.

Figure 32

Question #6 - GPA < 2.0

# Students	6	12	4	2

Question #7: You prefer getting rewarded for good behavior rather than punished for bad behavior.

A response of "Always" or "Most of the Time" to this question is indicative of a positive discipline based approach. A response of "Some of the time" or "Never" to this question is indicative of a negative discipline based approach.

As Figure 33 indicates, students with a GPA of below 2.0 tended towards a positive discipline based approach in responding to this question.

Figure 33
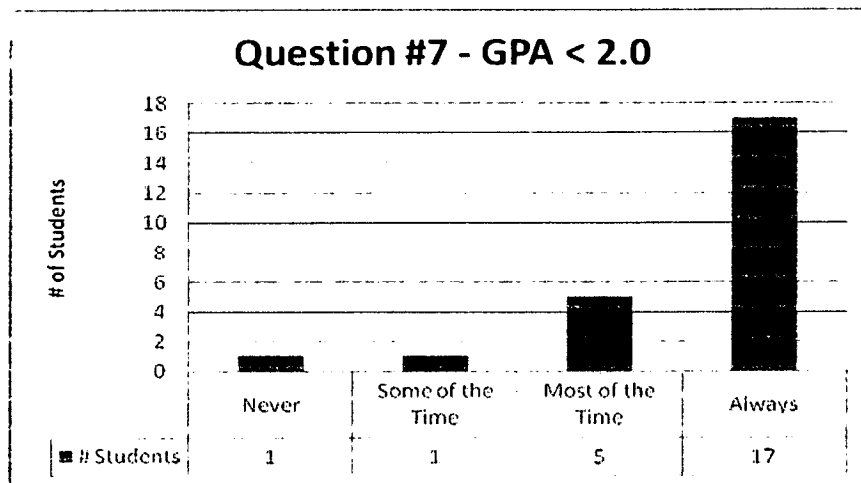
Question #8: If you were rewarded more often than punished, you would do a better job in school.

A response of "Always" or "Most of the Time" to this question is indicative of a positive discipline based approach. A response of "Some of the time" or "Never" to this question is indicative of a negative discipline based approach.

As Figure 34 indicates, students with a GPA below 2.0 tended towards a positive discipline based approach in responding to this question.
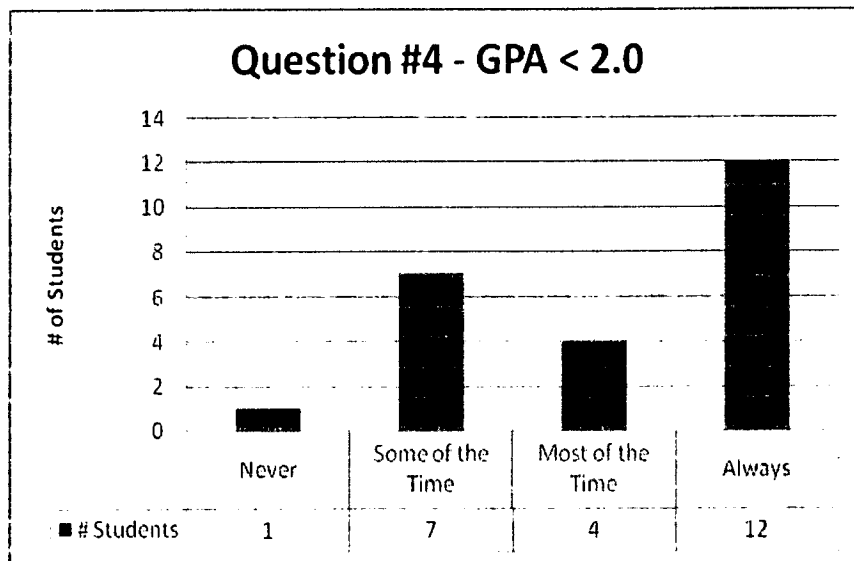
Figure 34
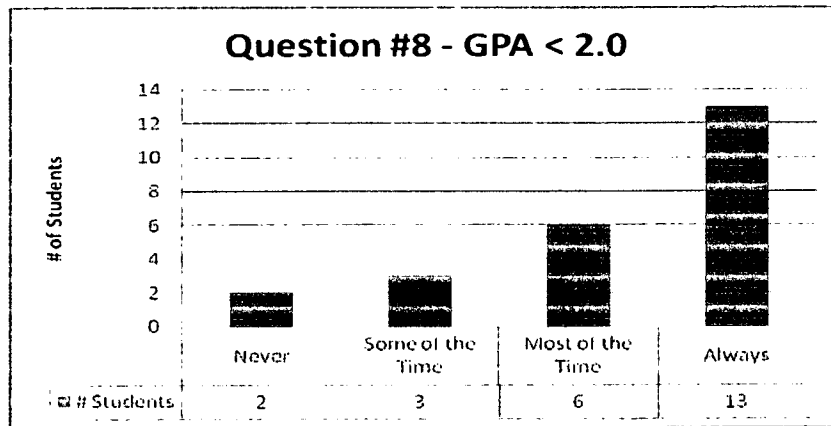
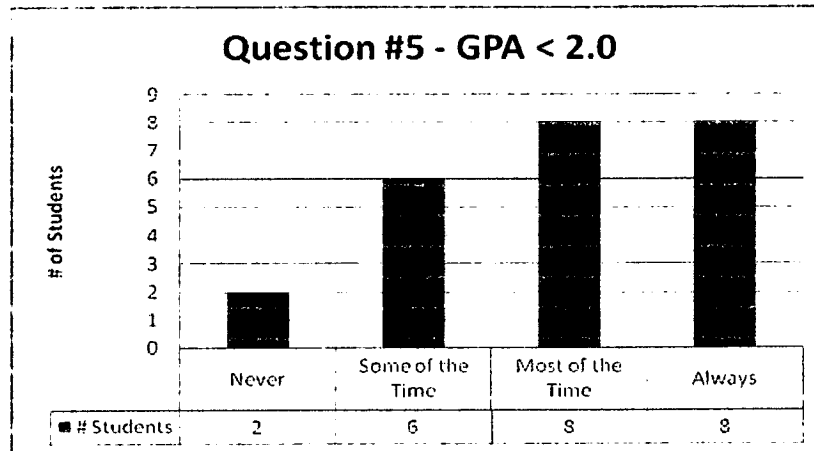*Question #9: You feel as if you have some control over the grades you get.*

A response of "Always" or "Most of the Time" to this question is indicative of a positive discipline based approach. A response of "Some of the time" or "Never" to this question is indicative of a negative discipline based approach.

As Figure 35 indicates, students with a GPA below 2.0 were split between a positive and negative discipline based approach in responding to this question, with a tendency towards a positive discipline based approach.

Figure 35
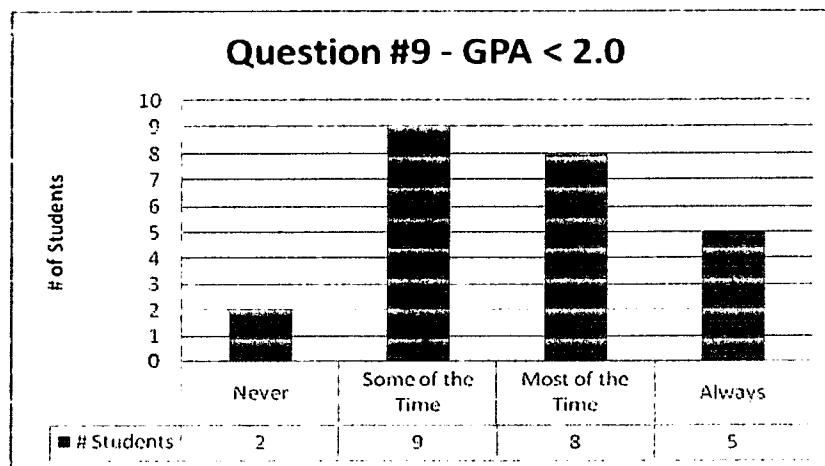
Question #10: You feel as if your teachers are fair in the type of punishment you receive when

you break a rule.

A response of "Always" or "Most of the Time" to this question is indicative of a positive

discipline based approach. A response of "Some of the time" or "Never" to this question is

indicative of a negative discipline based approach.

As Figure 36 indicates, students with a GPA below 2.0 tended towards a negative

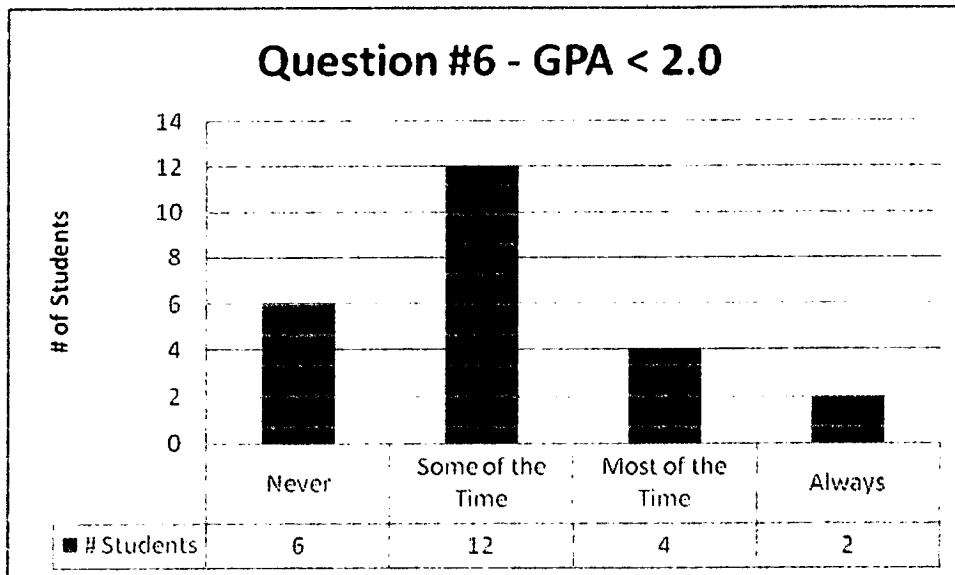discipline based approach in responding to this question.

Figure 36
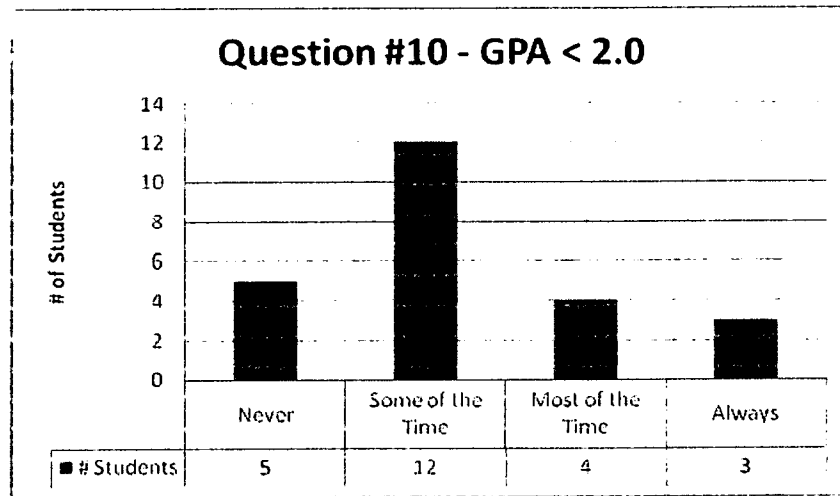
	Never	Some of the Time	Most of the Time	Always
■ # Students	5	12	4	3

Overall Results and Findings of Sub Assumption #3: Students who have a low GPA will

experience a negative discipline based approach.

As Figure 37 indicates, Sub Assumption #3 was validated based on the responses to this survey.

Figure 37

Summary of Results: GPA 2.0-2.99

Spit 10%

Positive 30%

Negative 60%
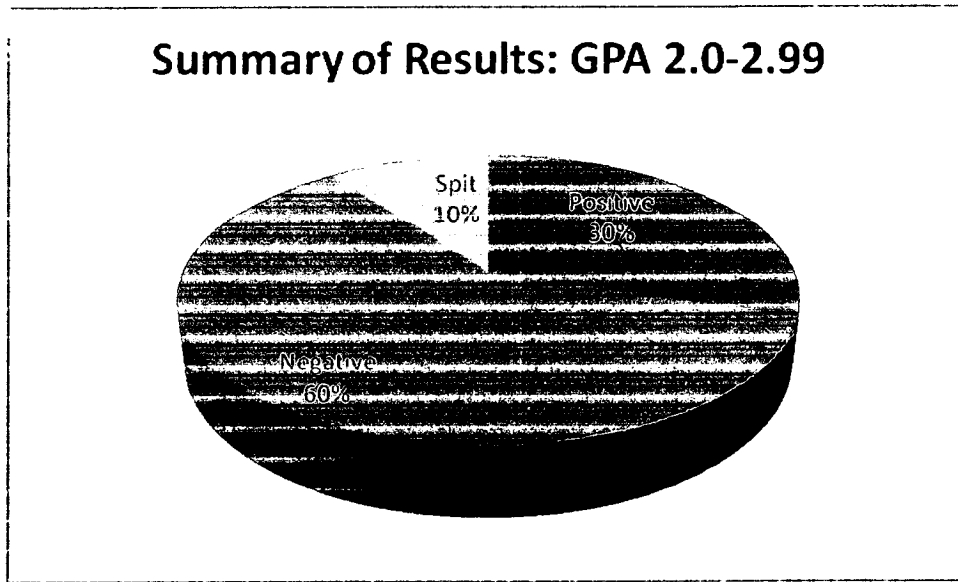
Conclusions

As the study shows, there is a correlation between student performance (GPA) and the type of discipline based approaches experienced by the students. The study demonstrated that students with a higher grade point average are more likely to have experienced a positive discipline based approach while students with a lower grade point average are more likely to have experienced a negative discipline based approach.

Under the current system of education, it is probably improbable for teachers to expect to be successfully able to completely eliminate punishment from the classroom. Many schools have developed discipline processes and procedures. Progressive discipline seems to rule in the modern schools, where students are faced with a series of steps and interventions before they are expelled entirely from the system. However, an analysis of current discipline trends as well as a careful evaluation of the literature on positive discipline should be conducted in all public schools in order to increase the performance of students with a lower grade point average.

Based on the results of the survey, it can be recommended that school districts in the public school system examine ways to implement positive discipline based interventions into the classroom, as doing so will likely improve the performance of students.

Due to the fact that respect and social interactions begin in the home, homes and schools must work together in order to effectively and efficiently facilitate the best type of learning. No matter what, classrooms should be a safe environment for students to learn. In order to accomplish the creation of a safe and positive environment, students need to participate in problem solving. Teachers can model methods of decision making where students "choose the alternatives that maximizes the possibility that [they can] attain [their] goals and standards" (Denhardt and Denhardt, 2006). The core of the safe environment should be the message of

caring. Students need to know that their teachers have an active interest in their learning and success. Teachers can demonstrate caring by listening to and taking the children seriously. As caring is modeled in the classroom, student performance will increase.

Motivation should be the center of the student and teacher leadership effort, as those who are enthusiastic and passionate about what they do will achieve more solid results. For example, if a student refuses to work with other students in the classroom, move the student to the front of the room, as this will force the student to become more engaged (Rosevear, 2008). As a result, teachers need to work to build upon and improve levels of communications in order to sustain change (Blazek and Stevens, 2006), and these citizens can best be trained in the constructivist, reflective based classroom setting.

The most effective classroom setting is one that builds upon the natural motivation of students and creates and develops effective, interested citizens. The classroom should be established in a methodical format that promotes democracy. According to Positive Discipline, the classroom should lack the authoritative format emphasized in many modern classrooms. Rather, the classroom environment should be such that it allows students to propose initiatives, elect leaders and engage in the planning process.

The education system is potentially in danger of failing the needs of students, as core curriculum begins to take the place of thinking and reason. In order to maintain a high interest environment, a system of positive discipline must be implemented in the classroom; whereas the teacher promotes mutual respect and ingrains in the youth a mentality of social responsibility. The classroom environment should be a safe place that can be counted on to be inviting and encouraging, expecting results and celebrating success.

It would be interesting for further research to be conducted to determine any geographic indicators that exist between student performance and discipline based approaches. That is, research conducted in another location, perhaps in a different part of the country, could yield results that are dissimilar to the results found in this study.

Overall, as the results of this survey have found, activities that are relevant and heighten student awareness are necessary in order to reduce the need for disciplinary interventions. Simply stated, a teacher that reduces the level of boredom experienced by students during instructional time will also see a reduction in the need for discipline interventions. As the time spent on disciplinary interventions decreases, the time spent on student instruction increases, which, logically, will lead to an increase in student performance.

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Appendix A – Research Survey Permission Slip

   Mrs. MacMillan is currently conducting research on positive and negative discipline trends in the education setting. The survey is being held as part of Mrs. MacMillan's capstone project for her Master's degree. It is hoped that answers to the survey will help teachers better identify appropriate discipline intervention policies for the classroom setting.
   Individual survey responses are confidential. Parent permission is required for student participation. Please contact Mrs. MacMillan if you have any questions.

I grant permission for my son/daughter to participate in this survey.

_____

Parent/Guardian Signature

      Thank you for your assistance in this process.

Appendix B: Research Survey Questionnaire

Instructions: Circle the letter corresponding to the answer choice that best explains your opinion on each of the following questions.

1. If you break a rule in class, you are punished
    a. Always
    b. Most of the time
    c. Some of the time
    d. Never

2. When you get a good grade on a test, you are rewarded by your teacher
    a. Always
    b. Most of the time
    c. Some of the time
    d. Never

3. You feel as if your teachers genuinely care about you
    a. Always
    b. Most of the time
    c. Some of the time
    d. Never

4. When you are rewarded by your teacher, you feel motivated to work even harder
    a. Always
    b. Most of the time
    c. Some of the time
    d. Never

5. When you are punished by your teacher, you feel motivated to not get in trouble again
    a. Always
    b. Most of the time
    c. Some of the time
    d. Never

6. You are satisfied with your Grade Point Average (GPA)
    a. Always
    b. Most of the time
    c. Some of the time
    d. Never

7. You prefer getting rewarded for good behavior rather than punished for bad behavior
    a. Always
    b. Most of the time
    c. Some of the time
    d. Never

8. If you were rewarded more often than punished, you would do a better job in school
    a. Always
    b. Most of the time
    c. Some of the time
    d. Never

9. You feel as if you have some control over the grades you get
    a. Always
    b. Most of the time
    c. Some of the time
    d. Never

10. You feel as if your teachers are fair in the type of punishment you receive when you break a rule
    a. Always
    b. Most of the time
    c. Some of the time
    d. Never

Appendix C: Respondent Demographic Data

ID	Ethnicity	GPA	Home Language	Parent Education
1	Hispanic	3.28	English	Not HS Graduate
2	Hispanic	2.33	Spanish	College Graduate
3	Hispanic	2.95	Spanish	College Graduate
4	White	3.83	Arabic	HS Graduate
5	African	1.5	English	College Graduate
6	White	1.89	English	Unknown
7	African	0.95	English	Not HS Graduate
8	Hispanic	2.39	Spanish	HS Graduate
9	Hispanic	2.39	Spanish	Unknown
10	White	2.83	English	Unknown
11	Hispanic	4.00	Spanish	College Graduate
12	Hispanic	2.72	English	Some College
13	Hispanic	3.39	Spanish	Not HS Graduate
14	White	3.50	English	Some College
15	Hispanic	1.67	Spanish	HS Graduate
16	Hispanic	3.11	Spanish	HS Graduate
17	Hispanic	3.83	Spanish	Not HS Graduate
18	Hispanic	1.56	English	HS Graduate
19	White	3.45	English	Some College
20	Hispanic	4.00	Spanish	Not HS Graduate
21	African	2.45	English	College Graduate
22	Hispanic	1.67	Spanish	Some College
23	African	3.61	English	HS Graduate
24	White	2.61	English	HS Graduate
25	Hispanic	2.95	Spanish	Not HS Graduate
26	White	2.11	English	Not HS Graduate
27	Alaskan	3.67	English	College Graduate
28	Hispanic	0.56	Spanish	Not HS Graduate
29	African	2.50	English	College Graduate
30	African	1.45	English	HS Graduate
31	Hispanic	1.83	Spanish	Unknown
32	Hispanic	2.22	Spanish	Not HS Graduate
33	African	1.17	English	Unknown
34	Hispanic	2.89	English	Some College
35	Hispanic	3.39	English	HS Graduate
36	Hispanic	3.78	Spanish	HS Graduate
37	M	1.84	Spanish	HS Graduate
38	African	1.11	English	HS Graduate
39	Hispanic	2.00	Spanish	HS Graduate

40	Hispanic	2.89	Spanish	Not HS Graduate
41	Hispanic	3.28	Spanish	HS Graduate
42	Hispanic	0.67	Spanish	HS Graduate
43	Hispanic	2.56	Spanish	HS Graduate
44	Hispanic	3.44	Spanish	Not HS Graduate
45	Hispanic	3.00	Spanish	Not HS Graduate
46	Hispanic	3.61	English	College Graduate
47	Hispanic	3.06	Spanish	HS Graduate
48	Hispanic	2.89	Spanish	Unknown
49	Hispanic	2.67	Spanish	Some College
50	White	4.00	English	HS Graduate
51	White	2.89	English	College Graduate
52	African	2.22	English	HS Graduate
53	African	3.11	English	Some College
54	Hispanic	2.78	English	College Graduate
55	Hispanic	2.95	Spanish	HS Graduate
56	White	3.83	English	HS Graduate
57	Hispanic	2.00	Spanish	HS Graduate
58	Hispanic	4.00	English	College Graduate
59	Hispanic	1.34	Spanish	Some College
60	Asian	3.72	English	HS Graduate
61	African	1.72	English	HS Graduate
62	Hispanic	3.83	Spanish	HS Graduate
63	Hispanic	2.72	Spanish	HS Graduate
64	Hispanic	2.83	Spanish	HS Graduate
65	Hispanic	1.73	English	HS Graduate
66	Hispanic	3.22	Spanish	HS Graduate
67	White	1.17	English	HS Graduate
68	Hispanic	1.95	Spanish	Unknown
69	Hispanic	3.61	Spanish	College Graduate
70	White	2.61	English	College Graduate
71	Hispanic	2.78	English	HS Graduate
72	Hispanic	3.33	Spanish	Unknown
73	African	2.61	English	Unknown
74	Hispanic	2.56	Spanish	Unknown
75	Hispanic	3.00	Spanish	Some College
76	Hispanic	0.95	English	Some College
77	African	2.89	English	Some College
78	White	3.28	English	College Graduate
79	African	1.72	English	College Graduate
80	Hispanic	3.11	Spanish	Not HS Graduate
81	Hispanic	1.06	Spanish	Not HS Graduate
82	Hispanic	3.28	Spanish	Some College

83	African	3.50	English	Some College
84	Hispanic	1.61	Spanish	Not HS Graduate
85	Hispanic	3.72	Spanish	HS Graduate
86	Hispanic	2.67	Spanish	HS Graduate
87	African	1.67	English	Some College
88	Hispanic	1.61	English	Not HS Graduate
89	African	2.83	English	Some College

Appendix D: Respondent Survey Responses, Questions 1-5

ID	#1	#2	#3	#4	#5
1	Some of the time	Some of the time	Most of the time	Most of the time	Some of the time
2	Always	Some of the time	Most of the time	Most of the time	Always
3	Always	Never	Never	Always	Always
4	Some of the time	Always	Always	Always	Never
5	Some of the time	Never	Some of the time	Most of the time	Some of the time
6	Most of the time	Never	Never	Always	Some of the time
7	Always	Most of the time	Never	Always	Always
8	Most of the time	Never	Some of the time	Some of the time	Some of the time
9	Some of the time	Never	Some of the time	Never	Some of the time
10	Never	Never	Some of the time	Never	Always
11	Always	Never	Some of the time	Always	Always
12	Some of the time	Never	Most of the time	Most of the time	Always
13	Never	Never	Never	Some of the time	Never
14	Some of the time	Never	Always	Most of the time	Always
15	Most of the time	Most of the time	Most of the time	Always	Most of the time
16	Some of the time	Most of the time	Most of the time	Always	Some of the time
17	Always	Always	Always	Always	Always
18	Most of the time	Most of the time	Some of the time	Some of the time	Never
19	Most of the time	Some of the time	Some of the time	Always	Most of the time
20	Most of the time	Some of the time	Some of the time	Always	Always
21	Most of the time	Some of the time	Always	Always	Always
22	Some of the time	Some of the time	Most of the time	Always	Most of the time
23	Most of the time	Never	Some of the time	Most of the time	Never
24	Always	Most of the time	Some of the time	Some of the time	Some of the time
25	Some of the time	Never	Most of the time	Always	Some of the time
26	Never	Some of the time	Always	Some of the time	Always
27	Never	Always	Some of the time	Always	Some of the time
28	Most of the time	Some of the time	Always	Always	Some of the time

29	Some of the time	Always	Always	Some of the time	Always
30	Always	Never	Some of the time	Never	Some of the time
31	Some of the time	Some of the time	Never	Some of the time	Always
32	Most of the time	Never	Most of the time	Most of the time	Always
33	Most of the time	Some of the time	Always	Always	Always
34	Some of the time	Never	Some of the time	Some of the time	Most of the time
35	Always	Most of the time	Some of the time	Always	Most of the time
36	Most of the time	Never	Most of the time	Never	Never
37	Most of the time	Some of the time	Some of the time	Most of the time	Most of the time
38	Always	Some of the time	Some of the time	Always	Always
39	Some of the time	Never	Some of the time	Most of the time	Some of the time
40	Some of the time	Some of the time	Most of the time	Most of the time	Always
41	Always	Most of the time	Some of the time	Most of the time	Never
42	Some of the time	Always	Most of the time	Always	Most of the time
43	Never	Some of the time	Some of the time	Some of the time	Some of the time
44	Some of the time	Never	Never	Always	Always
45	Some of the time	Never	Always	Always	Always
46	Most of the time	Never	Most of the time	Some of the time	Never
47	Always	Never	Most of the time	Most of the time	Most of the time
48	Always	Some of the time	Most of the time	Most of the time	Always
49	Most of the time	Never	Some of the time	Most of the time	Always
50	Some of the time	Most of the time	Always	Always	Always
51	Some of the time	Never	Never	Most of the time	Never
52	Always	Always	Always	Always	Always
53	Some of the time	Some of the time	Some of the time	Some of the time	Most of the time
54	Most of the time	Some of the time	Most of the time	Always	Most of the time
55	Most of the time	Never	Always	Always	Some of the time
56	Most of the time	Some of the time	Some of the time	Always	Always
57	Some of the time	Never	Never	Most of the time	Never
58	Always	Always	Most of the	Always	Always

time

#					
59	Most of the time	Always	Always	Always	Always
60	Most of the time	Some of the time	Most of the time	Always	Some of the time
61	Most of the time	Never	Some of the time	Always	Never
62	Some of the time	Never	Never	Some of the time	Some of the time
63	Some of the time	Never	Some of the time	Most of the time	Some of the time
64	Always	Some of the time	Some of the time	Always	Always
65	Most of the time	Some of the time	Never	Some of the time	Most of the time
66	Most of the time	Most of the time	Most of the time	Always	Most of the time
67	Some of the time	Never	Never	Some of the time	Most of the time
68	Most of the time	Some of the time	Always	Some of the time	Some of the time
69	Always	Some of the time	Some of the time	Always	Always
70	Most of the time	Some of the time	Most of the time	Always	Most of the time
71	Most of the time	Some of the time	Most of the time	Most of the time	Always
72	Some of the time	Most of the time	Most of the time	Always	Always
73	Some of the time	Most of the time	Always	Always	Always
74	Some of the time	Never	Most of the time	Most of the time	Some of the time
75	Some of the time	Most of the time	Some of the time	Some of the time	Never
76	Most of the time	Never	Most of the time	Most of the time	Most of the time
77	Most of the time	Some of the time	Some of the time	Most of the time	Most of the time
78	Most of the time	Some of the time	Always	Most of the time	Never
79	Some of the time	Always	Some of the time	Always	Always
80	Most of the time	Most of the time	Some of the time	Always	Never
81	Some of the time	Some of the time	Some of the time	Most of the time	Most of the time
82	Some of the time	Never	Some of the time	Most of the time	Some of the time
83	Some of the time	Never	Some of the time	Always	Most of the time
84	Always	Some of the time	Never	Some of the time	Some of the time
85	Never	Some of the time	Most of the time	Some of the time	Some of the time
86	Some of the time	Some of the time	Some of the time	Some of the time	Some of the time

87	Always	Never	Always	Always	Always
88	Never	Most of the time	Always	Some of the time	Always
89	Most of the time	Some of the time	Always	Always	Most of the time

Appendix E: Respondent Survey Responses, Questions 6-10

ID	#6	#7	#8	#9	#10
1	Most of the time	Always	Never	Some of the time	Most of the time
2	Most of the time	Always	Always	Always	Some of the time
3	Never	Always	Always	Never	Never
4	Always	Always	Always	Always	Always
5	Most of the time	Most of the time	Most of the time	Some of the time	Some of the time
6	Never	Always	Always	Never	Never
7	Some of the time	Always	Always	Most of the time	Never
8	Most of the time	Always	Always	Always	Never
9	Some of the time	Always	Some of the time	Some of the time	Never
10	Some of the time	Always	Some of the time	Never	Always
11	Always	Always	Always	Always	Always
12	Always	Always	Most of the time	Always	Always
13	Most of the time	Most of the time	Some of the time	Always	Some of the time
14	Always	Always	Always	Most of the time	Most of the time
15	Always	Always	Always	Most of the time	Always
16	Never	Always	Always	Always	Some of the time
17	Always	Always	Always	Always	Always
18	Some of the time	Always	Most of the time	Some of the time	Some of the time
19	Most of the time	Always	Always	Always	Always
20	Always	Always	Always	Always	Most of the time
21	Some of the time	Always	Most of the time	Never	Some of the time
22	Never	Always	Always	Most of the time	Some of the time
23	Most of the time	Always	Always	Some of the time	Some of the time
24	Always	Most of the time	Most of the time	Most of the time	Always
25	Most of the time	Always	Always	Always	Some of the time
26	Most of the time	Always	Always	Most of the time	Some of the time
27	Always	Always	Always	Never	Never
28	Most of the time	Always	Always	Some of the time	Some of the time
29	Always	Some of the time	Never	Always	Some of the time

30	Never	Always	Some of the time	Some of the time	Never
31	Always	Never	Never	Some of the time	Never
32	Most of the time	Always	Always	Most of the time	Never
33	Some of the time	Always	Most of the time	Always	Most of the time
34	Some of the time	Some of the time	Never	Most of the time	Some of the time
35	Always	Always	Always	Always	Most of the time
36	Some of the time	Always	Always	Most of the time	Most of the time
37	Some of the time	Always	Most of the time	Some of the time	Most of the time
38	Most of the time	Most of the time	Always	Always	Some of the time
39	Some of the time	Some of the time	Always	Most of the time	Most of the time
40	Some of the time	Some of the time	Always	Some of the time	Some of the time
41	Some of the time	Always	Always	Always	Never
42	Most of the time	Most of the time	Most of the time	Never	Most of the time
43	Some of the time	Always	Always	Always	Some of the time
44	Always	Always	Some of the time	Most of the time	Some of the time
45	Some of the time	Always	Always	Most of the time	Some of the time
46	Always	Always	Some of the time	Some of the time	Some of the time
47	Most of the time	Always	Always	Most of the time	Some of the time
48	Most of the time	Never	Always	Always	Most of the time
49	Never	Always	Most of the time	Most of the time	Some of the time
50	Always	Always	Always	Always	Always
51	Most of the time	Always	Most of the time	Always	Most of the time
52	Most of the time	Always	Always	Always	Always
53	Most of the time	Always	Some of the time	Always	Some of the time
54	Always	Always	Always	Most of the time	Most of the time
55	Always	Always	Always	Most of the time	Most of the time
56	Always	Always	Always	Always	Always
57	Never	Always	Always	Never	Never
58	Always	Always	Always	Always	Most of the time
59	Some of the time	Some of the	Always	Some of the	Most of the

		time		time	time
60	Always	Always	Always	Always	Some of the time
61	Some of the time	Always	Always	Always	Some of the time
62	Most of the time	Always	Always	Most of the time	Never
63	Some of the time	Always	Some of the time	Most of the time	Most of the time
64	Some of the time	Always	Always	Always	Some of the time
65	Some of the time	Always	Always	Most of the time	Some of the time
66	Some of the time	Always	Some of the time	Some of the time	Some of the time
67	Some of the time	Always	Never	Some of the time	Some of the time
68	Some of the time	Always	Always	Most of the time	Some of the time
69	Most of the time	Always	Always	Most of the time	Always
70	Most of the time	Always	Always	Most of the time	Some of the time
71	Some of the time	Always	Always	Some of the time	Some of the time
72	Always	Always	Always	Always	Always
73	Most of the time	Always	Always	Most of the time	Always
74	Most of the time	Always	Some of the time	Always	Some of the time
75	Most of the time	Some of the time	Some of the time	Most of the time	Most of the time
76	Some of the time	Most of the time	Some of the time	Most of the time	Never
77	Some of the time	Always	Most of the time	Always	Most of the time
78	Most of the time	Always	Always	Always	Most of the time
79	Some of the time	Always	Most of the time	Most of the time	Some of the time
80	Most of the time	Always	Always	Most of the time	Most of the time
81	Never	Always	Always	Most of the time	Some of the time
82	Always	Always	Always	Most of the time	Some of the time
83	Always	Always	Always	Always	Most of the time
84	Some of the time	Most of the time	Some of the time	Some of the time	Some of the time
85	Most of the time	Some of the time	Some of the time	Some of the time	Some of the time
86	Never	Always	Most of the time	Some of the time	Never
87	Never	Always	Always	Always	Always

88	Never	Always	Always	Always	Always
89	Always	Always	Always	Most of the time	Most of the time