FOSTERING BEHAVIORAL CHANGE IN STUDENTS ATTENDING AN
ALTERNATIVE EDUCATION PROGRAM

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A Dissertation Submitted in Partial Fulfillment

of the Requirements for the Degree of Doctor

of Philosophy

Oxford Graduate School

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ABSTRACT

Studies claim that student insubordination is the leading cause for out-of-school disciplinary actions. A state-wide study in Texas researched the trends of juvenile justice and school discipline and concluded that nearly all suspensions and expulsions were discretionary while only three percent were for breaking state mandated laws. Data from the study suggested that students affected by discretionary expulsions were almost three times as likely to participate in the juvenile justice system. The Texas study advocated changing students' behavior to reduce student expulsions. In theory, changing students' behavior and decreasing out-of-school punishments could lessen the number of youths involved in the justice system.

This mixed-methods study in Sedgwick County, Kansas collected data from 27 moderate and high-risk students expelled from public schools while attending an alternative education program. The results of this study indicated that altering students' behavior in a classroom setting was possible. Data from this study may suggest that the public-school system could play a major role in changing student behavior and ultimately help abate the school-to-prison pipeline.

DEDICATION

To my family who has enriched my life more than they could ever know.

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"When my heart was grieved and my spirit embittered, I was senseless and ignorant; I was a brute beast before you." Psalm 73: 21-22

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CHAPTER 1: INTRODUCTION

Youths from low-income families or those with emotional behavior disorders were more likely to receive out-of-school expulsions and become involved in the juvenile justice system. Students who attended an alternative education program (AEP), a program designed to help expelled students, could be expelled from the AEP for the same behavior responsible for their first expulsion (Fabelo, Thompson, & Plotkin, 2011). Some research suggested that 30 percent of youths expelled from schools end up in the judicial system. Even though AEPs were used throughout the nation, research data regarding these programs were lacking (Fraser, 2004). This study examined whether students expelled from a public school could significantly improve their behavior while attending an AEP. If students' behavior could be enhanced in a classroom, then the following constructs could be suggested: (a) public schools should include curriculum designed to reduce behavioral problems in classrooms, (b) improved student behavior would reduce expulsions, (c) fewer expulsions would decrease the number of youths entering the justice system. This chapter introduced the problem, the context of the research, and its significance.

Problem Statement

Research suggested that insubordination in an academic setting was the primary cause for student expulsions. It was not known if the behavioral skill level of expelled students could be fostered in an alternative education program.

Background of the Problem

An expulsion was the formal removal of a student from the school they attended for an extended time. Removing students from the classroom for misbehavior was not a

new practice at the time of this study; the new trend, nation-wide, was the frequency of and the reasons for expulsions. Conditions precipitating a student's removal from school differed throughout the nation, but the national consensus was that expulsions were an attempt to make our schools safe (Skiba et al., 2003). Removing students, who violated school rules, served as punishment for those students breaking the rules and as a deterrent for potential law breakers (Casella, 2003).

During the mid-1960s, insubordination and aggression towards teachers were becoming increasingly common (Noguera, 1995). Since the 1980s, the use of zero-tolerance policies, initially designed to control the use of guns and drugs on school property, expanded to include behavioral infractions resulting in an increase of school expulsions (Daftary-Kapur, Kang-Brown, Trone, & Fratello, December 2013). After a decade of collecting data on expulsions and juvenile crime, Schiff theorized that school expulsions created a path from school to prison (Schiff, 2013). Students who received out-of-school expulsions were nearly three times as likely to become involved in the juvenile justice system (Fabelo et al., 2011). The majority of students who received expulsions were low-income, had handicaps, or were minorities (Kupchik, 2009). With statistics suggesting a link to expulsions and the school-to-prison pipeline, improving the behavior of students may reduce the number of youths who become involved with the justice system.

Setting of this Research

Sedgwick County, Kansas had 20 school districts and 158 public schools serving 85,045 students at the time of this study. Schools in Sedgwick County had an average diversity score of 42 percent; the national diversity score was 30 percent. Minority

enrollment in Sedgwick County was 46 percent. In Sedgwick County during the 2014-2015 school year, 2800 students received out-of-school disciplanary actions. Kansas allowed a maximum of 90 days for a long-term suspension and a maximum of 186 days for an expulsion (Department of Education, 2015). For this study, expulsions and long-term suspensions were treated the same since the AEP accepted students from both categories.

Thesis Statement

This study will measure the change in behavior of students expelled from public schools while attending an alternative education program.

Research Hypotheses

Hypothesis 1

H_a1 Expelled students attending an alternative education program will show a statistically significant quantitative gain from the baseline scores to the eight-week scores in their Adaptive/Task Oriented behavioral skills score.

Hypothesis 2

$H_a 2$ Expelled students attending an alternative education program will show a statistically significant quantitative gain from the baseline scores to the eight-week scores in their Self-Management behavioral skills score.

Hypothesis 3

$H_a 3$ Expelled students attending an alternative education program will show a statistically significant quantitative gain from the baseline scores to the eight-week scores in their Communication behavioral skills score.

Hypothesis 4

H_a 4 Expelled students attending an alternative education program will show a statistically significant quantitative gain from the baseline scores to the eight-week scores in their Personal behavioral skills score.

Scope of the Research

This pilot study explored promoting change in the behavior of expelled students in an educational setting. As director of McAdams Academy, an AEP, this researcher had access to the program data collected over a 22 month period. McAdams was located in Sedgwick County, Kansas and received funding from a crime prevention grant from the Kansas Department of Corrections (KDOC) and private donations. Grantees of the KDOC were required to achieve specific outcomes to retain funding (see Appendix A).

In November 2014, McAdams Academy enrolled students who received out-of-school disciplinary actions while attending public schools. Students who participated in the AEP were (a) expelled from a school in Sedgwick County, KS, (b) moderate to high-risk for committing a criminal act as measured by the Youth Level of Service/Case Management Inventory (YLS/CMI), (c) in middle school or high school, and (d) in the Sedgwick County, Kansas area. Concurrent enrollment capacity of the AEP was 16 and the students stayed in the program until their expulsion, from their previous school district, ended. The AEP was a multi-modal program, focusing on three fundamental components. In order of importance, they were behavior, academics, and community involvement. Several formats such as peer-help groups, mentoring, tutoring, and one-on-one counseling occurred each day. While enrolled in the AEP, students were responsible for various housekeeping duties and maintenance projects. The staff included a retired

certified teacher from the Kansas public-school system, a full-time program director with a master's in counseling, volunteers from the community, and during the second year of the AEP, a part-time teacher who was a homeschool mom.

Research Assumptions

This initial study did not measure relationships. Lerner et al. posited that relationships were a significant developmental component that promoted behavioral change in youths (Lerner et al., 2015). Personal characteristics and attitudes of the AEP staff and program volunteers, were variables that may have affected this study but were not measured. Other factors that may have influenced this study were (a) how well each staff handled verbal abuse and physical intimidation tactics by the students, (b) how well staff responded to and processed acts of insubordination from the students, (c) consistent use of prosocial modeling during conflicts with students, and (d) the level of relationships built between the staff and students.

Significance of the Research

The Department of Education and states throughout the U.S. were spending millions of dollars every year to research and reduce out-of-school punishments. Removing youths from school can have adverse economic, social and academic consequences on students and their communities (Biddle, 2012). Based on the 2011 study in Texas, it was estimated that 31 percent of expelled students came in contact with the judicial system (Fabelo et al., 2011). When juveniles entered the judicial system, communities spend millions of dollars each year in court costs, increased law enforcement costs, youth advocacy programs, housing, and court-ordered counseling services. Lerner et al., suggested that removing youths from school can affect their social

development (Lerner et al., 2015). Arcia proposed that out-of-school discipline may

negatively influence the academic success and increase the drop-out rate of those students

receiving suspensions (Arcia, 2006).

CHAPTER 2: REVIEW OF LITERATURE

Disciplinary practices in public schools have undergone fundamental and philosophical shifts in the past 30 years. Research indicated the demographics hit hardest by expulsions were low-income students and students with behavioral disorders. The literature review covered the development and differing philosophies about school expulsions, the effect of expulsions on students, systemic topics affecting students behavior, and cognitive theories surrounding behavior change.

Sources Consulted

This study included sources from government websites and databases, Wichita State University Library, Oxford Graduate School Library, Friends University Library, Library of Congress, Bodleian Library, Proquest, Questia, and the Teachers College Record.

The Marriage of Education and Crime Prevention

After the Columbine High school shooting in 1999, the federal government increased funding for schools that allowed them to install metal detectors, hire security guards, and law enforcement officers (Daftary-Kapur et al., December 2013). In New York City, at the beginning of the 2005-2006 school year, the city employed 4,625 School Safety Agents, two hundred of those agents were police officers. In his executive summary, Mukherjee pointed out that those numbers made the NYC School Safety Division "the tenth largest police force in the country " (Mukherjee & Fellow, 2007). Over the last two decades, serious juvenile crime decreased while juvenile court referrals increased (Eddy, Whaley, & Chamberlain, 2004). The close working relationship schools and law enforcement developed may be responsible for the growing number of

juvenile court referrals (Krezmien, Leone, Zablocki, & Wells, 2010). Gonzalez agreed with Krezmien et al., theorizing that schools relying on law enforcement and the criminal judicial system to handle student disciplinary problems may contribute to the school-to-prison pipeline (Gonzalez, 2012).

<div align="center">*Zero Tolerance Policy*</div>

In 2003 the American Academy of Pediatrics, Taras et al., stated that "between 79% and 94% of schools have policies known as 'zero tolerance'" (Taras et al., 2003, p. 1206). Toward the end of the 1990's, after the Columbine shooting, legislators began amending current laws to include tougher legal consequences for student behavior (McCord, Widom, & Crowell, 2001). Although student misbehavior has been a frequent problem in public schools (Weigle, 1997), the consequences for bad behavior has changed. The get tough on crime legislation broadened the scope of punitive measures for zero tolerance policies to include a wider range of student misconduct, including insubordination; the punitive measures included expulsion from school. At the time of this study, youths who misbehaved in classrooms ran a higher risk of being expelled, dropping out of school, and becoming involved in the justice system than in previous years (Lee, Cornell, Gregory, & Fan, 2011). Along with overhauling federal criminal guidelines that dealt with student misbehavior, financial incentives were added to encourage school participation in federal crime prevention policy; federal funds could be withheld from schools not following the updated laws (Casella, 2003).

<div align="center">*The Effects of Zero Tolerance*</div>

Making schools safer was the goal of zero tolerance policies. Several years after the policies were initiated, Skiba et al., were unclear whether those policies have

improved school safety. Using more than a decade of data, the authors presented a case for the use of more restorative type programs in our schools rather than continuing with the punitive zero tolerance policies. Skiba et al. concurred with researchers who suggested that out-of-school policies may contribute to the school-to-prison pipeline (Skiba, Shure, Middelberg, & Baker, 2011).

Proponents of zero tolerance policies stated that the proper use of these policies allowed for the easy removal of dangerous students and that these policies would deter others from misbehaving (Black, 2004). Opponents of zero tolerance policies pointed to research showing that low-income and minority students are disproportionately affected by the policies (Gonzalez, 2012). Some researchers posited that out-of-school disciplinary actions may decrease a student's motivation to return to school and increase the student's chances of becoming involved in criminal behavior (Gregory, Skiba, & Noguera, 2010). Biddle hypothesized that removing students from the classroom for bad behavior was easier for the school than taking the time to work through behavior problems with students (Biddle, 2012).

During the 2011-2012 school year, 3.45 million students received out-of-school disciplines (Tanner-Smith & Fisher, 2016). The expected number of students to graduate in the 2016-2017 school year was 3.5 million (National Center for Education Statistics, 2016). In a Texas study, 60 percent of the students received at least one expulsion. Most of the expulsions and suspensions were for breaking school rules while only 3 percent were for more serious, state mandated, offenses (Fabelo et al., 2011). Robers et al. suggested that despite the increased efforts to make schools safer, the percentage of students who have been threatened or injured with a weapon at school continued to

remain constant (Robers, Kemp, & Truman, 2010). Expelled students were often those who were doing poorly academically and could not afford to miss class time (Arcia, 2006). In 2003, an article in the American Academy of Pediatrics, Taras et al., suggested that out-of-school disciplinary actions may worsen a student's chance for academic success. When students had no educational alternatives, they may turn to criminal activity (Taras et al., 2003).

School-to-Prison Pipeline

Although juvenile crime decreased over the last two decades, Gonzales argued that students today are more likely to be arrested at school than ten years ago (Gonzalez, 2012). Kupchik concluded that the consequence of increased federal and state laws, those attempting to make schools safer, contributed to students becoming involved with the judicial system. Discipline problems once handled by school staff, now involved law enforcement officers. Zero-tolerance policies, designed to punish students bringing drugs and weapons to school, now covered a wider range of student misbehavior (Kupchik, 2009). These new policies placed students at a higher risk of being arrested while attending school (Petteruti, Walsh, & Velázquez, 2009).

Insubordination and Expulsions

Current data on school expulsions indicated that the primary reason for removing students from school was bad behavior. A 2010 journal article in "National Center for Education Statistics," Robers et al. reported that almost half of the U.S. public schools, approximately 38,500, used a disciplinary action against at least one student during the 2007-08 school year for specific offenses. Specific offenses included physical attacks, fights, insubordination, distribution or possession of illegal drugs, use of alcohol, use or

possession of a firearm or explosive device, and use or possession of a weapon other than a firearm or explosive device. During that same year, there were a total of 767,900 serious disciplinary actions taken. A numerical breakdown of the disciplinary actions revealed that 327,100 of the actions were for insubordination. Physical attacks or fights were responsible for 271,800 actions and possession of firearms or explosives accounted for only 5,200 actions. Robers et al. stated that "Generally, a greater percentage of out-of-school suspensions lasting five days or more were in response to insubordination" (Robers et al., 2010, p. 72). The longitudinal study "Breaking School Rules: A Statewide Study of How School Discipline Relates to Students' Success and Juvenile Justice Involvement" used data from approximately one million students' school and juvenile records of seventh graders from three consecutive years, 2000, 2001, and 2002. Data from the Texas study concured with Robers et al. in that most of the expulsions in Texas schools were for insubordination. Three percent of the expulsions in the Texas study were the result of students breaking state laws (Fabelo et al., 2011).

Fostering Change in Student Behavior

Behavior in the Classroom

The US Department of Education published best practice guides that provided current information for the teaching profession. In the 2008-2013 publication by the "National Center for Education Evaluation and Regional Assistance," Epstein et al. served as a panel recommending and rating topics based on the latest data available for reducing problem behavior in the classroom. Their objective was to give recommendations to teachers dealing with students who consistently disrupted their classes with problem behavior. The article affirmed that teachers who were decreasing

behavior problems in their classroom had implemented proactive classroom management practices. Epstein's recommendations to decrease problem behavior was to: a) establish an orderly and positive classroom environment by teaching and reinforcing rules and routines, b) reinforce the appropriate behavior of individuals and groups of students, c) practice instructional principles that incorporate presentation of new materials with modeling and practice, d) offer a variety of activities and materials at a pace and level of difficulty appropriate to the range of student abilities in the class, e) encourage collaborative peer support (peer tutoring) as an instructional strategy (Epstein, Atkins, Cullinan, Kutash, & Weaver, 2008).

In their article in the "Education and Treatment of Children," Lee et al. suggested that prevention efforts and interventions could reduce students' misbehavior. Prevention efforts included teaching social skills to students, behavior management training for teachers, and functional assessment strategies to determine the reasons behind students' misbehavior. The authors believed that these prevention methods reduce the number of office referrals and suspensions in schools from kindergarten through 12th grade (Lee et al., 2011).

Glasser, a board-certified psychologist, developed a non-coercive classroom philosophy while working with juveniles in group homes and residential facilities. He taught youth that regardless of their current life situation, their emotional well-being was dependent on their choices. Setting clear boundaries and holding students responsible for their actions has proven effective for Glasser when working with antisocial youths. A quality school, as defined by Glasser, was a place where teachers and students set high expectations for themselves (Glasser, 1990).

Life Events, Relationships, and Behavior Change

Forrest and Hay supported the theory that key life events such as significant relationships, employment, or military service were important factors encouraging individuals to change behavior and desist from criminal activity. The authors did not believe that research supported alternative, theoretical perspectives that downplayed the correlation between life events and desistance from crime (Forrest & Hay, 2011).

Marlowe and Hayden discussed their relationship-driven philosophy that emphasized the importance of prosocial adults building relationships with antisocial youth. The authors posited that changing antisocial behavior involved adult and youth uniting against the behavior instead of viewing the teen as the problem. This concept offered a significant paradigm shift for educators working with antisocial youth. It moved the teacher's mindset from an adversarial relationship to a supportive role for the student (Marlowe & Hayden, 2012). Matz's meta-analysis used literature from youth mentoring programs. He concluded that overall, mentoring programs had a positive effect on adolescents. Youth involved in mentoring programs, 12 months and longer, reported an increase in confidence levels and improved grades (Matz, 2014).

Prosocial adult relationships can have a significant impact on antisocial youths. Cavell et al., estimated that 8.5 million children are growing up without a caring adult in their life. Many of these youths were from disadvantaged homes and were susceptible to social and academic failure (Cavell, DuBois, Karcher, Keller, & Rhodes, 2009). Trotter cited research showing that probation officers effectively modeling prosocial behavior, had better client outcomes than officers who did not. Data from a regression analysis indicated that staff already using prosocial modeling had better client results after

completing training on prosocial modeling (Trotter, 2009). Teachers are the largest segment of mentors in America. Each day they modeled positive or negative social behavior to their students. Campbell concurred with other researchers who claimed that teachers were unaware of the impact they have on students (Campbell, 2003).

Brendtro and Ness' book, "Re-Educating Troubled Youth: Environments for Teaching and Treatment" was an amalgamative project including several contributors addressing pertinent topics related to the social environment that affected or contributed to students' unruly behavior. The authors have worked with individuals with diverse backgrounds ranging from psychology, special education, social work, and therapeutic recreation. Programs the authors have consulted with included alternative education programs, residential and day-treatment centers, community service activities, and public schools. The book offered three considerations that affected changing student behavior. These considerations were: 1) the effects of adult-youth relationships, 2) the positive and negative benefit of using peer relationships, and 3) the dysfunctional institutional and organizational environment that is contrary in helping troubled youth. (Brendtro & Ness, 1983).

Spirituality, Morality, and Behavior Change

Sinha et al., suggested that 83.7 percent of youth in America believe that religion is important in their life (Sinha, Cnaan, & Gelles, 2007). Johnson stated that despite sufficient evidence supporting that the majority of youths believe religion is important, the social stigma attached to religious programs proselytizing program participants create public fears limiting the use of religious programming (Bazemore & Terry, 1997). Adolescents who considered religion to be important, were 12.2 percentage points less

likely to engage in delinquent behavior than their peers. A comparison of youths who attended a religious service less than once a week, or not at all, and those who attended a religious service at least once a week suggested that regularly attending a religious service may curb criminal behavior. The study indicated that youths who participated in a religious service at least once a week, were 5.6 percentage points less likely to be arrested, 3.7 percentage points less likely to engage in "heavy" or "light" crime, and 23.1 percentage points less likely to smoke marijuana (Mapp, 2009). Statistics from the "National Longitudinal Study of Adolescent Health, Waves I and II" showed that out of 16,000 students in Grades 7-12, those who attended a weekly religious service had less chance of being suspended or expelled than those who never attended religious services. (Fagan, 2016).

Throughout the world, moral education and religion have been an important part of education. Bandura believed that, "A shared morality, of course, was vital to the humane functioning of any society" (Bandura, 1991, p. 2). When individuals disengaged from their moral standards, they must establish a new morality to justify their behavior; a new moral standard enabled them to be at peace with themselves (Bandura, 2002). Rahim's article looked at the development of adolescent moral education in Indonesia, and the important role teachers played inculcating morality to their students through religious stories (Rahim, 2012). Burke and Segall posited that teaching has deep roots in religion with underpinnings of religious terminology and concepts. The authors saw teaching as a calling and suggested that teachers teach out of a love for their students (Burke & Segall, 2015).

Narvaez reviewed two dominant theories of moral education and then offered a third option, the Integrated Ethical Education. Narvaez believed that morality is in our DNA and that relationships bear out his point. The author stated that moral education should be taught in school and modeled by adults. An educator's influence can promote a climate of community within the classrooms and foster prosocial behavior (Narvaez, 2006). Bandura posited that teachers who are self-efficacious, promote a more successful learning environment than teachers who are not confident in their efficacy (Bandura, 1993).

Theories Associated with Behavior Change

General Strain Theory

Using longitudinal data, Jaggers et al., discussed the relationship between General Strain Theory and adolescents from impoverished communities in Mobile, Alabama. General Strain Theory posited that deviant behavior can result when an individual does not meet their cultural and social needs or expectations. This strain can result from external stimuli, an individual's perceptions, or ignoring negative emotions. Three major types of strain are: (1) a loss of positive stimuli, (2) the presentation of negative stimuli, and (3) goal blockage.   When individuals cannot meet their culturally perceived needs or when they wrongly perceive expectations from others, they feel stressed and may use socially unacceptable behavior to get those needs met; this may include breaking the law. Jaggers explained that when youths experience personal strain, they are more likely to exhibit social pathology (Jaggers et al., 2014).

The Theory of Planned Behavior

The Theory of Planned Behavior posited that actions are the result of intentions. When intentions change, the behavior can change. Ajzen stated that unforeseeable events can alter intentions and sabotage an individual's attempt to change. There is a perceived worth, or value, associated with our thoughts and actions. The author theorized that whatever we believe benefits us the most, at a decisive moment, will control our behavior (Ajzen, 1985).

Restorative Philosophy

There has been a growing trend to use restorative justice (RJ) methods for school discipline instead of expulsions (Schiff, 2013). A pioneer in contemporary RJ practices, Zehr concluded that both retributive justice and restorative justice agreed on two important themes; when an injustice occurs, "the offender owes something and the victim is owed something" (Zehr, 2002, p. 59). Zehr taught that a restorative approach was not a reproducible program, but rather a philosophy; a philosophy that continued to evolve. Restorative approaches sought to meet the needs of the victim, offender, and the community. In the educational community, RJ practices determined how to address the needs of the unruly student, parents of the student, fellow students, and the school staff. A mediator should pursue meetings with individuals who were victims of the expelled student's behavior to resolve any unresolved issues. For the expelled student, Amstutz believed that it was vital to include a re-integration plan when they reentered their classroom (Amstutz, 2015).

Prosocial Modeling

The concept of prosocial modeling was to reinforce, by example, the positive consequences of acceptable behavior. Adults modeling prosocial behavior to youths should be honest, keep their word, be dependable, and respect the feelings of the child. Prosocial modeling could be non-verbal; body language, eye contact, and facial expressions can exhibit prosocial modeling. Trotter stated that prosocial modeling showed youths how to attain their goals through socially acceptable behavior (Trotter, 2009). An article in *The Annual Review of Psychology* identified three levels of prosocial behavior: micro, meso, and macro. Penner et al., discussed their research supporting a multi-level theory. Penner's article suggested that a mulit-level understanding of behavior helps recognize the influences affecting the actions of others (Penner, Dovidio, Piliavin, & Schroeder, 2005). Understanding the development of prosocial behavior gave insight to teachers working with antisocial students.

Choice Therapy

Glasser's *Reality Therapy* broke with traditional psychology in that he taught that emotional healing was not dependent on professionals but rather on the individuals seeking emotional health. Reality Therapy posited that individuals must accept the reality they are living in and responsibility for their emotional health. The author also claimed that labeling people with psychological terms could be stigmatizing and counter-productive for emotional health. Glasser's theory offered educators, working with students exhibiting antisocial behavior, a cognitive philosophy that taught students how to control their behavior (Glasser, 2010).

In his book, *Reality Theory for The Twenty-first Century*, Wubbolding restated the underlying philosophy of Glasser's seminal work, *Reality Therapy* (RT), and gave suggestions as to why RT is still as vital today as it was 30 plus years earlier. Reality Therapy teaches that emotional problems people encountered in life were not the result of deep-seated hidden problems but rather a result of faulty thinking, developed as they improperly tried to meet their needs (Wubbolding, 2013). Fulkerson used a public health model, or a strength-based concept, for treatment instead of the widely accepted medical model. Fulkerson's public health model focused on the individual as the source of emotional healing rather than a medical diagnosis to solve emotional issues (Fulkerson, 2013). Philosophically Carducci's book would not be in opposition to the theory of Choice Therapy. Control in a classroom was vital for a learning environment. Without order, chaos limited the teacher's ability to teach. Until students learned to control themselves, the teacher must control the student (Carducci & Carducci, 1984). The authors discussed philosophy and procedures for students who have behavioral disorders. They also shared firsthand experiences gathered while working with problem students. Carducci's book served as a resource for those working with challenging students in a classroom setting.

Self-Determination Theory

Deci's book on Self-Determination Theory posited that people have three psychological needs affecting their mental health. The needs were (1) having a sense of competence, (2) autonomy, and (3) relationships. The authors suggested a parallel between fulfilled psychological needs and increased levels of motivation (Deci & Ryan, 2002).

Systemic Elements Affecting Student Behavior

Parents

Whitbeck stated, "Parent-child interaction both directly and indirectly affects adolescents' evaluation of themselves" (Whitbeck, 1987, p. 175). Parents displaying self-efficacy around their children, encouraged youths to be tenacious and independent; these children were more willing to adopt a positive behavior and persevere in difficult situations. Nijhof concurred that parents had an instrumental effect on their children. His study affirmed, what may seem like common sense, that children are taught, affected by, and model their parent's behavior (Nijhof, de Kemp, & Engels, 2009). Meunier indicated that a child's problem behavior has its roots in two areas, the child's characteristics and their environment (Meunier, Roskam, & Browne, 2011). This finding reinforced other studies showing the level of influence parents have on their child's behavior. Lastly, consistent parental influence in the classroom offered another component to increase the academic success of students and decrease behavior problems (Lewis, Kim, & Bey, 2011).

Economics

A common variable among students receiving expulsions was their economic status. Low-income students experienced expulsions at a higher rate than middle-income students (Berzofsky, Couzens, Harrell, Langton, & Smiley-McDonald, 2014). Since low-income neighborhoods are often high violence areas and expose youth to violent behavior, some researchers posited that violence-exposed youth suffer anxiety, irritability, stress and hypervigilance at a higher rate than young people from middle-income neighborhoods. According to McLoyd, the effects of poverty on low-income

students extended beyond the family's income; poor school conditions also plague students in high-crime areas (McLoyd, 1998).

Social Contagion

Social contagion was the spread of ideas, attitudes or behavior throughout people groups. Mennis concluded that the adverse effect of spatial contagion contributing to antisocial behavior was measurable. Studies indicated that the composition of a youth's neighborhood and living conditions could negatively impact youths. Ethnicity, prior contact with the courts, and parental criminality were also salient factors contributing to repeat offending (Mennis & Harris, 2011). Although Mennis' research dealt with recidivism, it lends insight and understanding about how differing stimuli may affect the emotional health and behavior of teens in the classroom.

Hartup theorized that peer interaction affected the behavior of students in the classroom. Using current data, Hartup concluded that in peer relationships it was difficult to determine who was influencing who. The article concluded that research on peer relationships was inadequate (Hartup, 2005). Understanding the nexus of peer relationships could help teachers use proactive steps to avoid behavior problems in their classroom.

Maturity

Monahan explained that the field of psychology traditionally accepted the belief that desistance from antisocial behavior was often the result of psychological maturation. The author believed that the transition from adolescence to adulthood was the single most reason juveniles desisted from crime (Monahan, 2013). Dominquez et al., indicated that a child's learning behavior becomes more adaptive over time (Domínguez, Vitiello,

Maier, & Greenfield, 2010). Mulvey et al., suggested that desistance from antisocial

behavior may occur from external crises, an internal awakening, or a combination of

both. The article offered key themes regarding juveniles and their cessation from

antisocial behavior. Among those topics mentioned was the suggestion that early

intervention, to improve behavior, could have an accumulative effect of fostering

significant positive changes in a youth's latter years (Mulvey et al., 2004).

According to Blomberg et al., educational achievement was an important turning

point for juvenile offenders as they transitioned into young adulthood (Blomberg, Bales,

Mann, Piquero, & Berk, 2011, p. 357). Maruna and LeBel posited that maturation altered

behavior more consistently than any single program could. Their study provided several

transformative life experiences that the authors believed to be predictors of behavioral

change. The level of maturity was a critical factor in controlling behavior in adolescents

(Maruna & LeBel, 2010, p. 67).

Most researchers agreed that the level of maturation affected the decision-making

ability of youths. Studies showed that youths were psycho-socially immature, impulsive

and engage in risk-taking activities more than adults. (Allen, Trzcinski, & Kubiak, 2012).

When adolescents received disciplinary action for bad behavior, the action should quickly

follow the infraction. Youth, because of immaturity, may not be able to associate the

punishment with the crime if too much time passed before a consequence was imposed

(Cauffman & Steinberg, 2000). Students may become embittered or feel ostracized if

they sensed no real connection between the offense and the punishment. According to

Hoffman (as quoted in Sagi et al.,) if guilty feelings associated with immoral acts were

not dealt with properly, the youth's concept of morality was negatively affected. In peer

situations, the guilt associated with wrong-doing, if not appropriately addressed, can move the youth's moral compass in an opposing direction (Sagi & Eisikovits, 1981, p. 90). Rubin stated "The denial of autonomy fuels feelings of helplessness and psychological resistance" (Rubin, 2012, p. 43). Braithwaite posited that there was a tool, residing within humans, that can keep a child's moral compass pointed in the right direction. "For adolescents and adults, conscience is a much more powerful weapon to control misbehavior than punishment" (Braithwaite, 1989). Appealing to a child's inner sense of what they believed was right or wrong, could provide the motivation needed to make necessary changes in their behavior.

Recidivism

Recidivism is the term used to describe a person's relapse into criminal behavior. Serious crimes committed by juveniles in the U.S. have been decreasing while juvenile arrests have been increasing. With more youths entering the judicial system, the recidivism rate was also growing. Some states, reported a recidivism rate of 58 percent among their juvenile offenders. With increased juvenile recidivism, research on recidivism has continued to grow. Hindering these studies was the lack of standard definitions, guidelines, and reporting procedures, throughout the nation (Bazemore & Terry, 1997).

While measuring recidivism differed among researchers (Mennis & Harris, 2011), studies suggested peer association and the lack of self-control as a leading cause of juvenile recidivism (McGloin & Shermer, 2009). Negative peer influence correspondingly occurred in juvenile detention facilities (Winokur, Smith, Bontrager, & Blankenship, 2008) and in other programs designed to abate juvenile deviant behavior

(Dishion, McCord, & Poulin, 1999). Dodge et al., suggested that association with peers, exhibiting deviant behavior, may be a better predictor of teens committing a crime than that of familial characteristics (Dodge, Dishion, & Lansford, 2007). Gendreau et al., posited that antisocial peer association was one of the risk factors, or criminogenic needs, that could be altered and needed to be adderessed in programs instigating change in antisocial youths (Gendreau, French, & Gionet, 2004).

Relevant Studies

Chapel Hill Study

Alternative education programs were becoming more common throughout the nation, but "little is known about the impact of such programs" (Frazer, 2004). The University of North Carolina at Chapel Hill conducted an 18-month study of 11 Juvenile Structured Day Programs (JSDP) and Alternative Learning Programs (ALP) to learn more about the institutional and programmatic characteristics of the programs. The 11 programs studied were selected from a total of 24 and represented 45 percent the ALP population in North Carolina. "The findings pointed to three conclusions: 1) JSDPs can fill an important gap in providing community-based services to adjudicated youth and youth at-risk of becoming involved in the juvenile justice system; 2) JSDPs can be cost-effective; and 3) because JSDPs vary in their levels of development, and for their continued growth and maintenance of the services they provide they will need technical and economic resources from the State of North Carolina" (Fraser, 2004, pp. 7-8). The Chapel Hill study suggested that ALPs can be an effective community-based intervention, redirecting youths from becoming involved with the justice system. Another important finding of the study indicated that alternative education programs

could pay for themselves, but they need a financial commitment from the state to operate at their full potential. To develop best practice protocols for ALPs, more research was needed.

Emphasis on prioritizing changing the behavior of students over academics in ALPs was another significant finding of the Chapel Hill study. Components of a successful ALP should include parental involvement, teaching behavioral management, and teaching interpersonal skills in concert with academics. ALPs offered flexibility for at-risk students who struggled in a traditional educational setting. Fraser pointed out that while alternative education has a positive effect on "academic performance, overall attitude towards schooling, and self-esteem," ALPs have yet to substantiate long-term changes in students' behavior. At-risk youths may do well while participating in an ALP, but they have too many opportunities to become involved in delinquent behavior after school hours (Fraser, 2004).

Studies on Alternative Education Programs

In 2007, nearly 280,000 youths attended an AEP in the United States (Van Acker, 2007). In Texas, students receiving more than a three-day suspension go to a Disciplinary Alternative Education Program (DAEP). The report cited a high number of expulsions from the DAEPs for the same behavior causing the original expulsion. A key finding from the study linked expulsions to youths increased contact with the juvenile justice system (Fabelo et al., 2011).

Smith's article evaluated the educational experiences of juvenile parolees in an alternative community school for one year. Many students were minorities with an entrenched gang philosophy. The 12-month study exemplified cultural differences

between students and the teaching staff. Smith suggested that these cultural differences inhibited the learning experiences of the paroled youth. He also posited that teachers could not, or would not, allow students in the program to keep their "social identities" and the students were "unable or unwilling" to conform to the teaching staffs' "cultural curriculum." This article emphasized the need for teachers, working with antisocial youth involved with the justice system, to be flexible with their classroom management style (Smith, 2003).

Solano County developed guidelines to assist school superintendents as they established policies ensuring that expelled students receive a proper education. The article explained those policies already in place and showed gaps in existing programs. It defined out-of-school terminology, identified state and county regulations regarding the lawful criteria mandated to educate youth, and addressed options for students failing to meet individual rehabilitation plans (Solano County Office of Education, 2012 - 2015).

Programs and Assessments

Behavioral Objective Sequence

Behavioral Objective Sequence (BOS) was an evaluation that can be used by multiple assessors to develop an individual intervention plan (IIP) for students with an emotional behavioral disorder (EBD) (Braaten, 2007). It consisted of "…233 developmentally sequenced social competencies within six subscales. The assessment was observation based, strength-based, and used a rating system from multiple settings" (Braaten, 2007). Braaten claimed that teaching prosocial skills to antisocial youths required identifying a student's current level of behavioral skills and then building upon

those strengths. The BOS based the student's IIP on where they were and not where they should be.

Strength-Based Assessments

Assessment tools used to evaluate an individual's characteristics, either negative or positive, can be deficit-based or strength-based. Assessments were necessary tools when determining how to encourage youths' social and emotional learning (SEL). "There is a growing body of research indicating that punitive interventions not incorporating incentives and positive reinforcement and not developing and fostering strength-based attributes in youth are not effective" (Altschuler, 2008, p. 18). Ungar stressed the need to see youths' deficits as signs of resilience needing development (Ungar, 2006).

Social and Emotional Learning and Cognitive-Based Programs

How people developed emotionally and socially depended on many factors. Bandura theorized "What people think, believe, and feel, affects how they behave" (Bandura, 1977, p. 3). Changing one's actions, therefore, was dependent on increasing one's knowledge. Cognitive-based programs helped people determine what bits of knowledge they lack and how that deficit affected their lives. Teaching youths how to think and live socially productive lives was at the heart of SEL programs. Since antisocial behavior was chronic and developed over time (Mulvey et al., 2004), it took time and commitment to help move students towards a prosocial lifestyle.

Cognitive-based programs may offer youths the best method to affect lasting change when improving their social and behavioral skills. Some researchers posited that emotions can facilitate or impede children's work ethic, commitment, and overall

academic success (Elias, 1997). Durlak et al., theorized that school-based SEL programs are vital to a youth's academic success and therefore warranted effort to increase their use in schools throughout the nation. There was enough data on evidenced-based SEL programs to be considered a viable delivery mode helping students with an EBD (Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011). There was some disagreement whether school-based SEL programs affect students' behavior and academic outcomes enough to merit making major changes in current educational curriculum. Durlak's meta-analysis suggested that one reason that SEL programs do not yield positive results may be due to improper program implementation. He cited four recommended procedures increasing program effectiveness. These procedures formed the acronym SAFE: sequenced, active, focused, and explicit.

EQUIP

Equip was a cognitive behavioral program with a three-part intervention process designed to work with antisocial teens or youths with an EBD. The program used a peer-help group format, teaching moral judgment, anger management, correction of thinking errors, and prosocial skills. EQUIP held youths accountable for their behavior while emphasizing the youth's cognitive deficits. EQUIP taught four categories of cognitive distortions: 1) self-centered, 2) minimizing or mislabeling, 3) assuming the worst, and 4) blaming others. These cognitive deficits must be realized and controlled to change negative behavior (Gibbs, Potter, & Goldstein, 1995).

McAdams Academy: A Community-Based Alternative Education Program

Youth for Christ, in Sedgwick County, Kansas was approached by the County to start a community-based alternative education program (AEP) for expelled students.

Youth for Christ was a non-denominational International Christian Ministry. The AEP, McAdams Academy, was not affiliated with or funded by school districts in Sedgwick County. Ninety percent of the program funding was from a Kansas Department of Corrections (KDOC) grant, administered by Sedgwick County, while ten percent was from private donations. Grant parameters stipulated that services be limited to expelled middle school and high school youths in Sedgwick County who were moderate or high-risk to commit a crime as measured by the Youth Level of Service/Case Management Inventory (YLS/CMI).

Potential program participants received information about McAdams from school administrators, expulsion officers, or through the county judicial system. Students and at least one parent completed an application and intake interview at McAdams. Parent and student were each responsible for half of the tuition. Students could pay for their portion of the tuition by doing chores and maintaining satisfactory grades and good behavior. The parents could pay for their share of the tuition by volunteering at McAdams.

The KDOC grant established outcomes for the AEP that focused on student individualized developmental goals, building personal behavioral skills, family involvement, and reducing recidivism. The recidivism outcomes were based on data gathered while students attended the program and six months after they left the program. Outcomes were filed quarterly with the County grant administrator to maintain accountability. Developmental goals were determined during the intake process. Students stated, in writing, specific issues or problems they were willing to work on while attending the AEP. A measurement tool, based on a modified version of the Behavior Objective Sequence (BOS), tracked the behavioral skill level of each student

for the first ten weeks of attendance. Students completed the program when their

expulsion period was over and they returned to school.

CHAPTER 3: RESEARCH DESIGN AND METHODOLOGY

Research suggested that insubordination in an academic setting was one of the primary causes of student expulsions. Statistics indicated that 30 percent of expelled students become involved in the juvenile justice system. In this chapter, the procedures used to evaluate modifying the behavioral skills of moderate and high-risk youths in an alternative education program (AEP) were discussed. This study focused on a community-based AEP for students expelled from public school.

Problem Statement

Research suggested that insubordination in an academic setting was the primary cause for student expulsions. It was not known if the behavioral skill level of expelled students could be fostered in an alternative education program.

Thesis Statement

This study measured the change in behavior of students expelled from public schools while attending an alternative education program.

Null Hypotheses

Hypothesis 1

H_o1 Expelled students attending an alternative education program showed no statistically significant quantitative gain from the baseline scores to the eight-week scores in their Adaptive/Task Oriented behavioral skills score.

Hypothesis 2

H_o2 Expelled students attending an alternative education program showed no statistically significant quantitative gain from the baseline scores to the eight-week scores in their Self-Management behavioral skills score.

Hypothesis 3

H$_o$3 Expelled students attending an alternative education program showed no statistically significant quantitative gain from the baseline scores to the eight-week scores in their Communication behavioral skills score.

Hypothesis 4

H$_o$4 Expelled students attending an alternative education program showed no statistically significant quantitative gain from the baseline scores to the eight-week scores in their Personal behavioral skills score.

Operational Definitions

Adaptive/Task Oriented behavioral skill score was measured by the average of the two-week scores and the 8-week scores of the three social skill levels on the McAdams Behavioral Measurement instrument.

Communication behavioral skill score was measured by the average of the two-week scores and the eight-week scores of the three social skill levels on the McAdams Behavioral Measurement instrument.

Personal behavioral skill score was measured by the average of the two-week scores and the eight-week scores of the three social skill levels on the McAdams Behavioral Measurement instrument.

Self-Management behavioral skill score was measured by the average of the two-week scores and the eight-week scores of the three social skill levels on the McAdams Behavioral Measurement instrument.

Qualitative Research Questions

1. What in the interviews indicated that the students adapted to routine activities while attending the AEP and allowed staff to teach them new techniques?

2. What in the interviews indicated that the students got their needs met by verbal and non-verbal communication?

3. What in the interviews indicated that the students allowed adults to help them resolve issues and develop a sense of self-worth?

4. What in the interviews indicated that the students could respond to challenging situations using self-control?

Choice of Research Design

This initial study used a quasi-experimental, mixed-methods sequential explanatory design. A mixed-method sequential explanatory design study used the quantitative data and the qualitative data in two phases within a single study. The quantitative data and analysis preceded the qualitative data collection and analysis (Ivankova, Creswell, & Stick, 2006). Quantitative data for this study was from the AEP's records used to produce outcome reports for the County. Since all youth received treatment upon entering the program, the study did not allow randomization. Sampling bias occurred since students chose to enroll in the AEP. Therefore, without a qualitative analysis, the quantitative data gathered from the sample population did not support generalizing the findings to the population of expelled students. Integrating the qualitative and quantitative analysis complemented each other (Greene & Caracelli, 2003). The qualitative study analysed three student interviews; two successful program participants and one unsuccessful participant. According to Hatch, qualitative interviews

encouraged the participant to "explain their unique perspectives on the issues at hand" (Hatch, 2002). The sequential explanatory design helped interpret the quantitative analysis.

The quantitative measurements were not a pure, multiple-baseline design since the researcher was unable to reverse the participants' treatment during their participation in the program. Treatment began when the student entered the program; treatment was individualized and varied day-to-day. Students entered the program at different intervals throughout the year creating multiple individual studies. All students, completing a minimum of ten weeks, provided data for this study.

During the 2014-2015 school year in Sedgwick County, there were over 400 expelled students who would have qualified to attend the AEP in this study. This study spanned two consecutive school years and included data from twenty-seven students which was almost seven percent of the eligible expelled student population. To be considered for the AEP participants must meet the following criteria: (1) expelled from a public school, (b) moderate to high-risk for committing a crime as determined by the Youth Level of Service/Case Management Inventory (YLS/CMI), (c) expelled from middle school or high school, and (d) had a connection in some way to Sedgwick County.

<center>Assumptions About Methodology</center>

Qualitative research forced the researcher to flesh out their ontological and epistemological belief early in the project planning process (Hatch, 2002). Hatch believed that the qualitative method provides researchers with a logical consistency and integrity to their research project. He explained that until the researcher comes to terms with their belief systems, the researcher may not be able to make the connection between

their assumptions and their research methodology. This study assumed that the sample

population attending the AEP was a fair representation of expelled students in the

Sedgwick County, Kansas area. The researcher believed that interviewees would

honestly respond to questions during the interview since they had already completed the

program, and they had nothing to gain by giving false answers during the interview.

Limitations of the Study

The main source of funding for the AEP was a grant from the Kansas Department

of Corrections (KDOC). Data was collected to measure pre-defined program outcomes

required by the KDOC; this collection was the source of data used in this study. Finding

a suitable experimental design when studying school systems is difficult (Harvey, May,

& Kennedy, 2004). This study did not include data about participants' emotional or

psychological disabilities. The parameters of the AEP, already in place, determined some

of the limitations to this study such as: (a) participants chose to attend the program and,

therefore, created a sampling bias; (b) the sampling bias eliminated generalizing the

study's results to the broader population of expelled students; (c) although students chose

to attend the program, the study does not qualify the motivation behind each student's

choice; (d) there was no practical or ethical way to have a control group since the AEP

treats all students who enroll; and (e) since suspensions and expulsions are discretionary,

the researcher was unclear how the different school districts distinguished between out-

of-school suspensions and expulsions.

The sample population limited itself to students who attended the program and

completed a minimum of 10 weeks. Greene and Caracelli (2003) maintained that the

primary objective when evaluating the efficacy of a service or a program, the assessor

should use those methods that generated the best conclusive evidence. According to

Englander, the number of participants in a phenomenological method can be as low as

three (Englander, 2012).

The quantitative measure relied on the percentage of change between the pretest

and the posttest scores. Cronbach and Furby (1970), point out that "subtracting pretest

scores from posttest scores lead to fallacious conclusions" (para 1). Dimitrov and

Rumrill (2003) shared the same concerns as Cronbach and Furby but also mentioned that

the reliability of the gain between pretests and posttests were not always low, and

researchers cannot automatically assume that the results were invalid when evaluating

change.

Ethical Compliance

Data for this study was non-traceable to the AEP students. Student data collected

were for the outcome reports for the Kansas Department of Corrections (KDOC) grant.

Parents gave permission for interviewees to participate in the qualitative interview.

Procedures for Gathering Data

The quantitative data used in this study came from statistics used to verify grant

requirements for the KDOC. Data collected was during the 2014-2015 and 2015-2016

school years and involved 27 students from the Sedgwick County, Kansas area. To

maintain funding from the KDOC, grant recipients had to meet predetermined outcomes

(see Appendix A). Student interviews provided qualitative data for the study but were

not part of the grant outcome report. The quantitative data were observation-based, and

students were unaware of the data collection process.

There were three interviews (see Appendix B) that followed a semi-structured format. The interview process included predetermined questions, follow-up questions, and encouraged student interaction. The researcher completed the interviews within 30 days of the AEP ending for the summer. Criteria for the students interviewed included parental permission (see Appendix C) and attendance in the AEP for a minimum of ten weeks. One interviewee was an unsuccessful participant, and two students were successful participants. Respondents had no knowledge that their status of successful or unsuccessful was the determining factor in being chosen for an interview.

QDA Miner software was used to annotate, categorize, code, and analyze the students' interviews. There were three categories: (1) Behavior Skills, (2) Relationships, and (3) Observation/Perspective. Under the Behavior Skills category, there were four codes: (1) Communication, (2) Personal, (3) Self-Control, and (4) Adaptive/Task. Relationships and Observation/Perspective were both coded either positive or negative. The four codes under Behavior Skills received a measurement in the quantitative study.

Collecting the quantitative data began when students started attending the AEP. A measurement tool was used (see Appendix D) to record daily observations for each student during their first two weeks of participation in the program; this data generated the students' baseline measurement. If a student missed a day of class during their first two weeks, they received their previous day's score for the missed day's score. Ten weeks from a student's start date, they received their posttest score; this single score reflected the current behavior of the student. The average of the two-week scores and the ten-week score produced a net gain or loss.

When scoring the student's behavior, the observer answered 36 observation questions, or objectives. Each of the four behavior skills had three skill levels with three objectives per skill level. The behavior skills were Adaptive/Task, Self-Management, Communication, and Personal. Adaptive/Tasks measured a student's ability to modify their behavior in response to routine expectations, new situations and learning tasks assigned by the staff. Self-Management dealt with a student's self-control and self-efficacy. Communication was concerned with how a student expressed themselves verbally and nonverbally to get their needs met. Personal category measured a student's willingness to take advice from adults. The three skill levels represented degrees of individual behavioral skills (see Table 1). Level three objectives were characteristic of those skills understood by very young children. Level two consisted of skills typically mastered by elementary children and level one objectives suggest skills associated with adolescents and young adults.

Table 1. Scoring Rubric for Social Skill Levels

1	Negative behavior is dominate and positive behavior is less noticeable.
2	Negative behavior is noticeable while positive behavior is more frequent.
3	Positive behavior is becoming dominant and negative behavior is becoming less frequent
4	Positive behavior is dominate and negative behavior is less noticeable.

Population

This study included male and female students in middle school and high school receiving out-of-school disciplinary actions from public schools in the Sedgwick County,

Kansas. All expelled students have broken school policies to receive an expulsion. The 2014-2015 number of expelled students in Sedgwick County, Kansas was over 2800. Of those 2800 youths, it was estimated that 400 youths would have qualified to attend the AEP.

The Sample

The sample population consisted of 27 students and shared the same characteristics of the expelled population in Sedgwick County. Students learned of the AEP through (1) their Intensive Supervision Officer (ISO), (2) the school district's Hearing Officer, (3) the Department of Children and Family, (4) or their school principal. Some students, who attended the AEP, faced the possibility of incarceration if they did not attend some type of school. Since the AEP was the only school available for these students, some may have felt compelled to participate in the program. The motivating factors behind each student's choice to attend the AEP were unknown.

Instruments

This study used a quantitative instrument (see Appendix D) and a qualitative interview (see Appendix E). The quantitative instrument drew on Braaten's book, Behavioral Objective Sequence (BOS), and was observation-based. Braaten's BOS depicted "an integration of behavioral and developmental concepts" (Braaten, 1998, p. 2) and consisted of 233 objectives arranged in six subscales divided into three levels. Using the BOS, students received a total of seven scores; a baseline score and six additional scores at six-week intervals.

As suggested by Braaten, the Behavior Objective Sequence was used as a menu, or guide, to construct an appropriate observation tool to measure student behavior for this

study. The measurement for this study used 36 objectives arranged in 4 subscales, or

categories, to create the McAdams Behavior Measurement (MBM). Each category had

three skill levels, and each skill level had three objectives. Skill level three reflected

skills mastered by very young children. Skill level two were skills usually mastered by

elementary children and skill level three were skills typically mastered by adolescents

and young adults. In this study, each of the 36 objectives received a score of one, two,

three, or four (see Table 1).

Time Schedule

Revise Chapters 1,2,3	9/16
Permission to begin collecting data/interviews	10/16
Begin analyzing data	10/16
Begin writing Chapter 4	11/16
Begin writing Chapter 5	12/16
Send Chapters 4 and 5 to advisor	4/17
Add front and back matter	5/17
Complete dissertation and send to proofreader	6/17
Defend dissertation	7/17

Procedures for Analyzing Quantitative Data

1. The same assessor completed all assessments for the duration of the data collection.

2. The assessor used the McAdams Behavior Measurement (MBM) form for all
    students.

3. All students received an initial assessment during their first two weeks of class;
    their scores were recorded daily.

4. If students missed a day of class during the initial assessment, the previous day's
    score was recorded for the day they were absent.

5. All students received a second assessment eight weeks after their initial two-week
    assessment.

6. Data from students who did not complete the initial assessment and the eight-week assessment were not used in this study.

7. Student pretest and posttest scores were recorded in an Excel spreadsheet.

8. The data were then entered into Winks for a Wilcoxon Signed-Ranks Analysis.

9. The result in p-value was then interpreted and reported in Chapter Four.

Procedures for Analyzing Qualitative Data

1. The student interviews were digitally recorded.

2. Transcripts of the recordings were created for each student.

3. Transcripts were imported into QDA Miner software program.

4. Categories and codes were developed in QDA Miner.

5. The results from QDA Miner were reported in Chapter Four.

Organization of the Data

Test of Hypothesis 1

H_o1 Expelled students attending an alternative education program will not show a statistically significant quantitative gain from the baseline scores to the eight week scores in their Adaptive/Task Oriented behavioral skills score. A Wilcoxon Signed-Ranks Test was used.

Test of Hypothesis 2

H_o2 Expelled students attending an alternative education program will not show a statistically significant quantitative gain from the baseline scores to the eight week scores in their Self-Management behavioral skills score. A Wilcoxon Signed-Ranks Test was used.

Test of Hypothesis 3

H_o 3 Expelled students attending an alternative education program will not show a statistically significant quantitative gain from the baseline scores to the eight week scores in their Communication behavioral skills score. A Wilcoxon Signed-Ranks Test was used.

Test of Hypothesis 4

H_o 4 Expelled students attending an alternative education program will not show a statistically significant quantitative gain from the baseline scores to the eight-week scores in their Personal behavioral skills score. A Wilcoxon Signed-Ranks Test was used.

CHAPTER 4: SUMMARY OF RESULTS

The purpose of this study was to determine whether the behavior of students, expelled from public school, could be improved while attending an AEP. This chapter presented the results of the data collected for this mixed-methods study.

Descriptions of the Sample

Demographic Data for Program Participants

Participants in this study completed a minimum of ten weeks in the AEP. All students attending the program received an out-of-school disciplinary action prohibiting them from returning to a public school until their expulsion period was over; expulsion periods varied from 90 to 180 days. The 27 students qualifying for this study resided in Sedgwick County, Kansas and received expulsions from public schools within the county. Program participants were medium to high-risk for committing a crime as determined by a Brief Screen (see Appendix E). Males outnumbered females 22 to 5 (Fig. 1). The median age of the participants was 15 and the student breakdown (see Table 2) was as follows: (a) 1 student was 13 years old, (b) 11 were 14 years old, (c) 4 were 15 years old, (d) 7 were 16 years old, and (e) 4 were 17 years old (Fig. 2). Twenty-three students lived in a single parent home, and four lived with both parents (Fig. 3). Of the 27 students, 24 were from low-income households, and three were from middle-income homes (Fig. 4). Fifteen students had at least one parent employed while 12 had no working parent(s) in the home (Fig. 5).

Table 2. Shows the demographic data of students used in the study.

Description	Count
Total Students	27
Male	22
Female	5
Age 13	1
Age 14	11
Age 15	4
Age 16	7
Age 17	4
Median Age	15.07
Single-Parent Family	23
Two-Parent Family	4
Low-Income	24
Middle-Income	3
Employed Parent(s)	15
Un-Employed Parents(s)	12

FIGURE 1: GENDER

■ Male ■ Female

19%

81%

Figure 2: AGE

Median Age 15.07
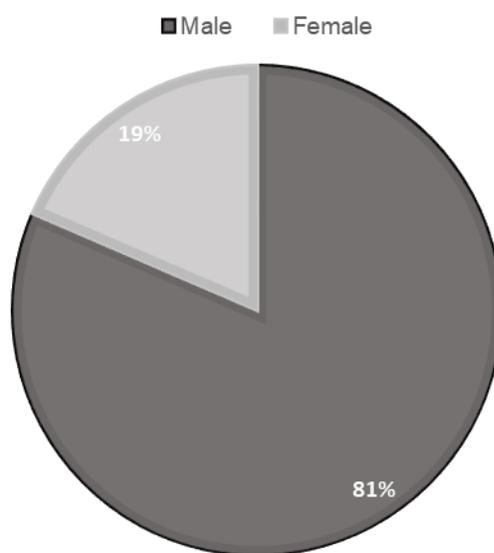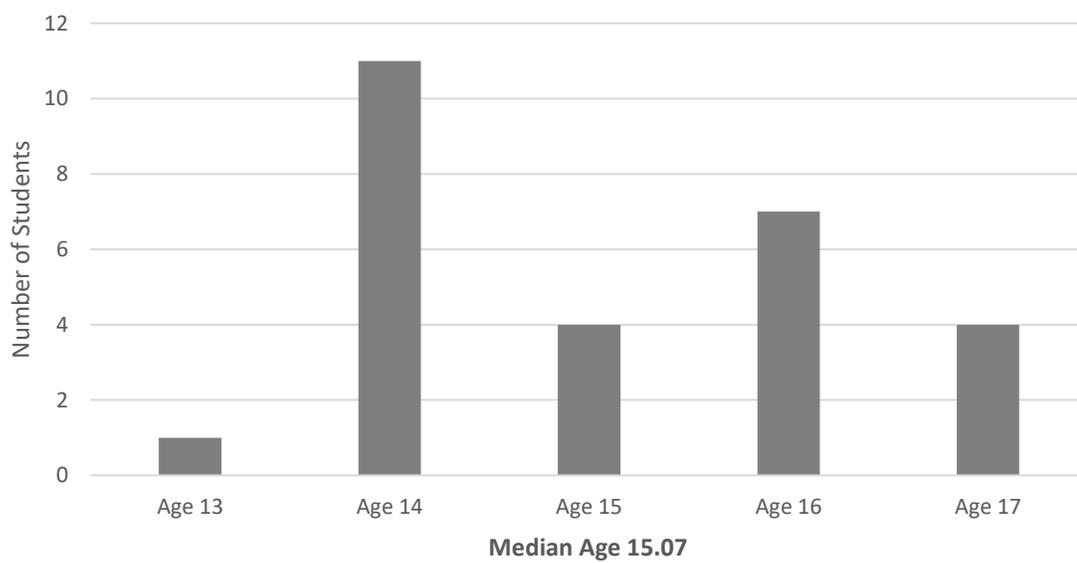
FIGURE 3: PARENTS

■ Single-Parent ■ Two-Parent

15%

85%
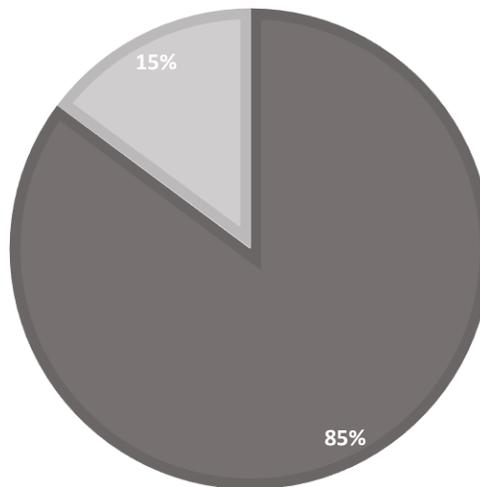
FIGURE 4: INCOME

■ Low Income ■ Middle Income

14%

86%

FIGURE 5: EMPLOYMENT

■ Employed Parent(s)   ■ Un-employeed Parent(s)

44%

56%
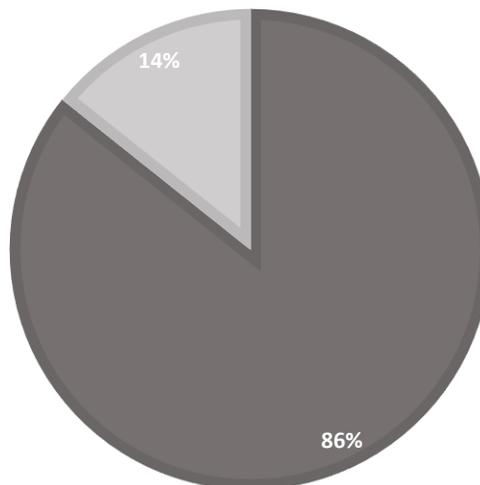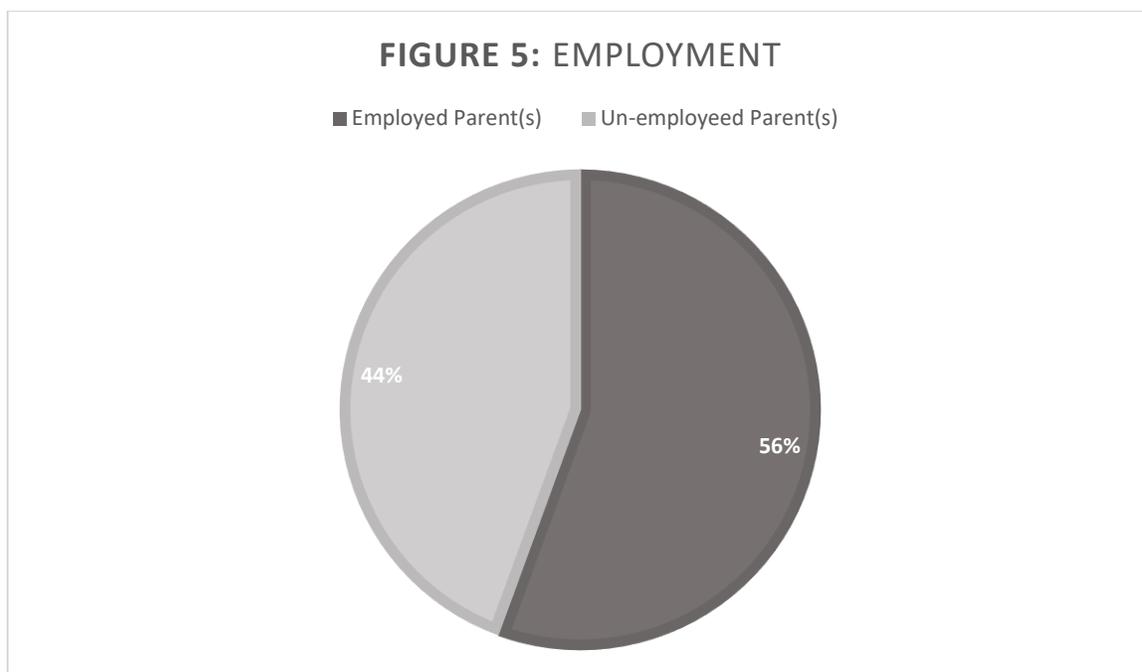
Demographic Data for the Interviewees

The researcher attempted to interview two successful students and two unsuccessful students for the qualitative portion of the study. Only one unsuccessful student participated in the interview along with two successful students. Two interviews took place on the last day of school, and one happened after school ended for the summer.

Student 1

Student 1 (S1) was expelled from public school for selling prescription drugs at school. She was a 15-year-old Hispanic female, living with her employed, low-income, single, older sister. The sister of S1 attended all disciplinary meetings at the AEP and showed concern regarding S1. Throughout her life, S1's mother was incarcerated and had minimal contact with daughter. Because of her mother's situation, S1 had been in foster care since she was seven years old. While attending the AEP, S1 was transitioning

from state care to legal guardianship of her sister. S1 was at the center of most of the conflicts in the classroom between the female students while enrolled in the AEP. She completed the program with one high school credit.

Student 2

Student 2 (S2) was expelled from a public school for fighting and hitting a school employee. Expulsion hearing transcripts show that S2 did not follow requests from school staff to leave the area where the altercation, responsible for his expulsion, took place. This observation indicated insubordination was a causal effect of his removal from school. He was a 14-year-old African American male, living with his unemployed, low-income, single mother. His mother came to most disciplinary meetings and often berated her son during those meetings. Initially, the mother was verbally negative toward the AEP director; her attitude about the director improved over the course of the program. S2 had a prescription for his behavior disorder but was rarely on his medication while attending the AEP. His mother was unable to provide him with the medication on a consistent basis. The student had minimal contact with his biological father who was in and out of prison for selling drugs. S2 was gone from the program for several months and returned for the last month because his probation officer threatened to incarcerate him if he did not return to school; S2 was an unsuccessful participant.

Student 3

Student 3 (S3) was expelled from a public school for fighting and hitting a school employee. His expulsion hearing transcript indicated that insubordination was associated with his expulsion. He was a 17-year-old African American male, living with his employed, low-income, single father. His father attended all the parent/teacher meetings

with the AEP staff and all additional meetings regarding his son's behavior. S3 was involved in one fight and several verbal altercations while attending the AEP. He had a very short attention span, lacked self-control and talked excessively during class time. S3 completed the program and finished the one high school credit he needed to graduate.

Tests of the Hypotheses

Tests and Results of Hypothesis 1

Hypothesis 1

H_o1 Expelled students attending an alternative education program will not show a statistically significant quantitative gain from the baseline scores to the eight-week scores in their Adaptive/Task behavioral skill score.

TABLE 3: ADAPTIVE/TASK REPEATED MEASURES
Adaptive/Task Repeated Measures Analysis Summary _____ Repeated measures are VAR1 and VAR2. Sign Test Results _____ Number of negative signs = 1 Number of positive signs = 24 Number of samples with differences > 0 = 25 Using the Sign Test table lookup, p <= .01 (Two-tailed) _____ Wilcoxon's Signed Rank Test Results Sum of the positive ranks = 319. Sum of the negative ranks = 6. Number of samples = 25 Using the normal approximation, z = -4.2109 p = 0.01 (Two-tailed)

Since the level of significance was less than 0.05 (P=0.01), the null hypothesis was rejected, and the research hypothesis was supported. Expelled students attending an alternative education program showed a statistically significant quantitative gain from the baseline scores to the eight week scores in their Adaptive/Task behavioral skill score.

Tests and Results of Hypothesis 2

Hypothesis 2

H_o 2 Expelled students attending an alternative education program will not show a statistically significant quantitative gain from the baseline scores to the eight-week scores in their Self-Management behavioral skill score.

TABLE 4: SELF-MANAGEMENT REPEATED MEASURES

Self-Management
Repeated Measures Analysis Summary

Repeated measures are REP1 and REP2.
Sign Test Results

Number of negative signs = 1
Number of positive signs = 25
Number of samples with differences > 0 = 26

Using the Sign Test table lookup, p <= .01 (Two-tailed)

Wilcoxon's Signed Rank Test Results

Sum of the positive ranks = 350.5
Sum of the negative ranks = 1.
Number of samples = 26

Using the normal approximation, z = -4.4319 p < 0.001 (Two-tailed)

Since the level of significance was less than 0.05 (P=0.01), the null hypothesis was rejected, and the research hypothesis was supported. Expelled students attending an alternative education program showed a statistically significant quantitative gain from the baseline scores to the eight-week scores in their Self-Management behavioral skill score.

Tests and Results of Hypothesis 3

Hypothesis 3

H$_o$ 3 Expelled students attending an alternative education program will not show a statistically significant quantitative gain from the baseline scores to the eight week scores in their Communication behavioral skill score.

TABLE 5: COMMUNICATION REPEATED MEASURES

Communication
Repeated Measures Analysis Summary
_____

Repeated measures are REP1 and REP2.
Sign Test Results

_____

Number of negative signs = 0
Number of positive signs = 27
Number of samples with differences > 0 = 27

Using the Sign Test table lookup, p <= .01 (Two-tailed)

Wilcoxon's Signed Rank Test Results

_____

Sum of the positive ranks = 378.
Sum of the negative ranks = 0.
Number of samples = 27

Using the normal approximation, z = -4.5407 p < 0.001 (Two-tailed)

Since the level of significance was less than 0.05 (P=0.01), the null hypothesis was rejected, and the research hypothesis was supported. Expelled students attending an alternative education program showed a statistically significant quantitative gain from the baseline scores to the eight-week scores in their Communication behavioral skill score.

Tests and Results of Hypothesis 4

Hypothesis 4

H_o 4 Expelled students attending an alternative education program will not show a statistically significant quantitative gain from the baseline scores to the eight-week scores in their Personal behavioral skill score.

TABLE 6: PERSONAL REPEATED MEASURES

Personal
Repeated Measures Analysis Summary

_____

Repeated measures are REP1 and REP2.
Sign Test Results

_____

Number of negative signs = 0
Number of positive signs = 27
Number of samples with differences > 0 = 27

Using the Sign Test table lookup, p <= .01 (Two-tailed)

Wilcoxon's Signed Rank Test Results

_____

Sum of the positive ranks = 378.
Sum of the negative ranks = 0.
Number of samples = 27

Using the normal approximation, z = -4.5407 p < 0.001 (Two-tailed)

Since the level of significance was less than 0.05 (P=0.01), the null hypothesis was rejected, and the research hypothesis was supported. Expelled students attending an alternative education program showed a statistically significant quantitative gain from the baseline scores to the eight-week scores in their Personal behavioral skill score.

Summary of the Quantitative Analysis Results

A Wilcoxon Signed-Ranks Test indicated all four behavior skills showed a statistically significant increase from the baseline measurements to the eight-week measurements. Data from the McAdams Behavior Measurement show all 27 students recorded an increase in at least one of the 36 objectives under one or more of the Behavioral Skills categories. Figure 6 showed the total accumulative baseline and accumulative eight-week skill level scores in all Behavior Skills categories for the 27 students. The Level Change reflects the difference between the baseline scores and the eight-week scores. Level three, the skill level typically mastered by very young children, showed the most improvement. Level two, the skill level typically mastered by elementary children, showed the second most improvement while level one, the skill level typically mastered by adolescents and young adults, showed the least amount of change. The three interviewees showed the same pattern of improvement as their AEP classmates (see Figure 7). In the Behavior Skills categories, the combined scores showed the greatest change occurred in the Personal category followed by Self-Management, Communication, and Adaptive/Task. The interviewees showed the most improvement in Communication, followed by Personal, Self-Management, and Adaptive/Task.

Respondents' Analysis

For respondents' individual Skill Level scores see Figure 8.

Student 1 (S1) ranked:

1. Highest in the Adaptive/Task baseline score and had the lowest improvement score.

2. Highest in the Self-Management baseline score and second in the improvement score.

3. Highest in the Communication baseline score and highest in the improvement score.

4. Second highest in the Personal score and highest in the improvement score.

Student 2 (S2) ranked:

1. Third in the Adaptive/Task baseline score and first in the improvement score.

2. Third in the Self-Management baseline score and third in the improvement score.

3. Second in the Communication baseline score and tied with S3 in the improvement score.

4. Third in the Personal baseline score and third in the improvement score.

Student 3 (S3) ranked:

1. Second in the Adaptive/Task baseline score and second in the improvement score.

2. Second in the Self-Management baseline score and first in the improvement score.

3. Third in the Communication baseline score and tied with S2 in the improvement score.

4. First in the Personal baseline score and second in the improvement score.

Figure 6: Total Skill Level Scores For All Students

Category	Level 3	Level 2	Level 1
Baseline	630.3	497.6	569.5
8-week	822	672	709
Level Change	191.7	174.4	139.5

Figure 7: Total Skill Level Scores For Interviewees

Figure 8: Individual Skill Level Scores For Interviewees
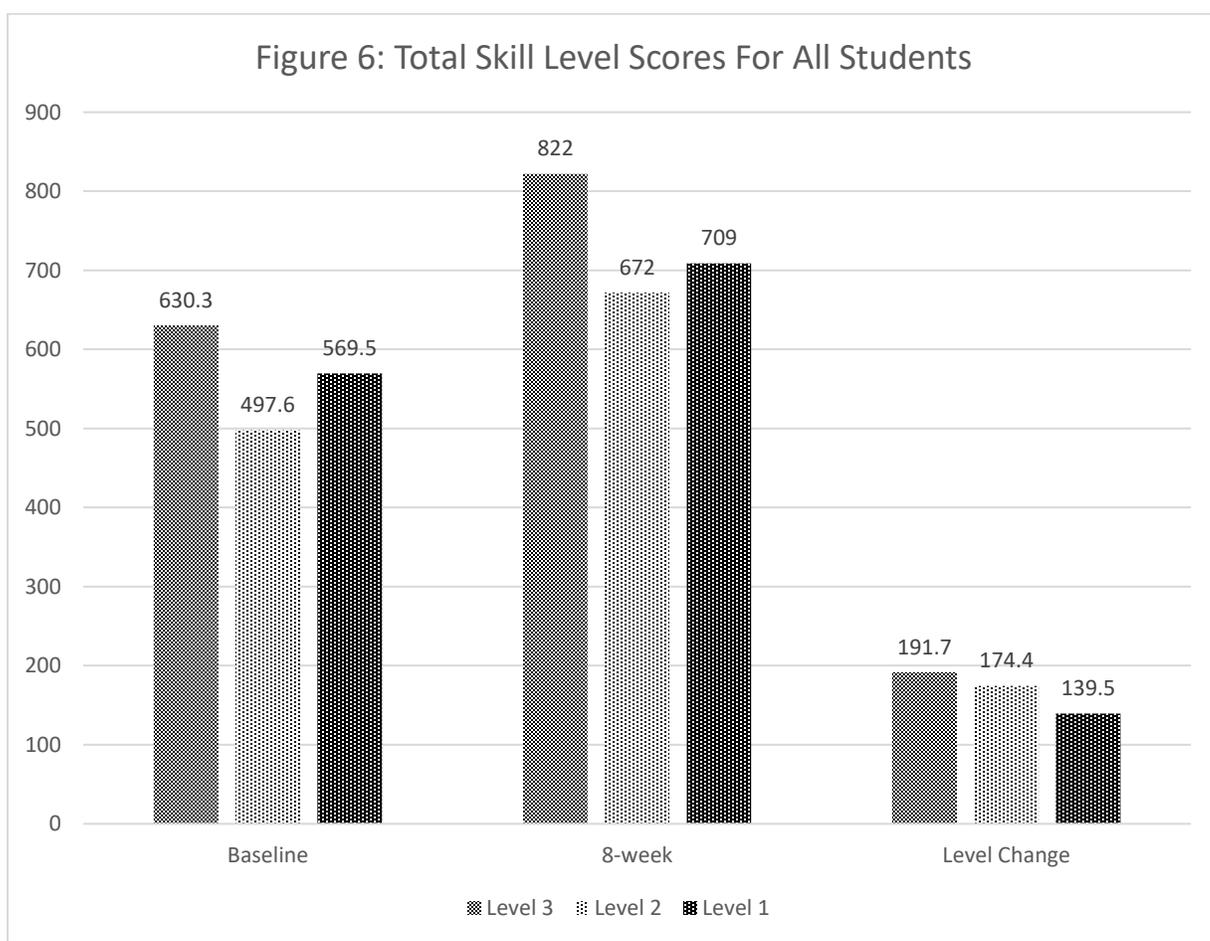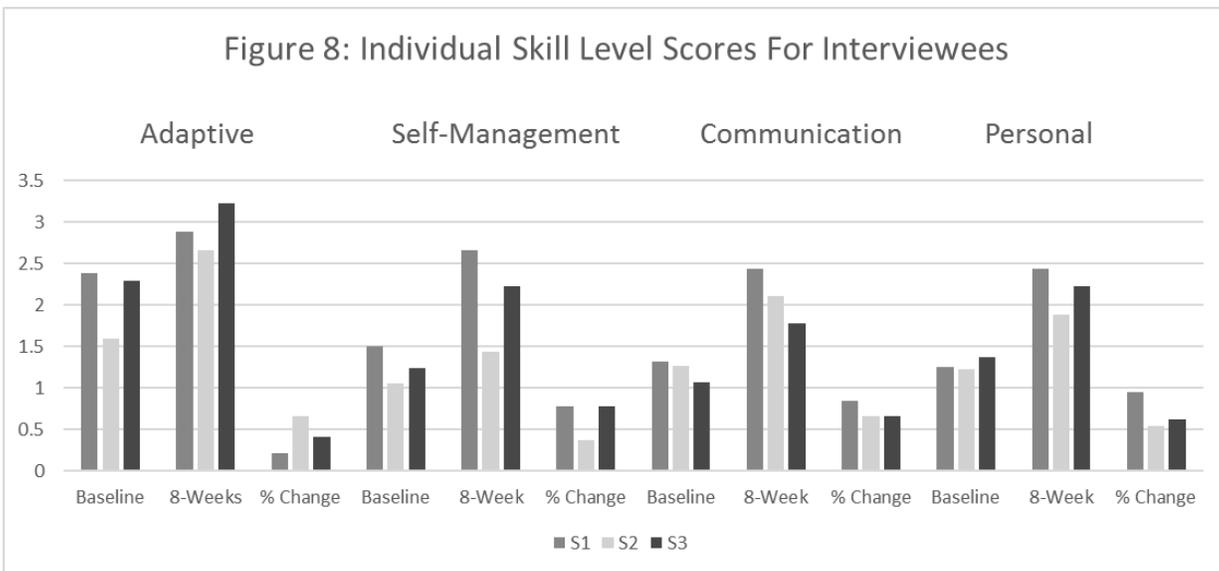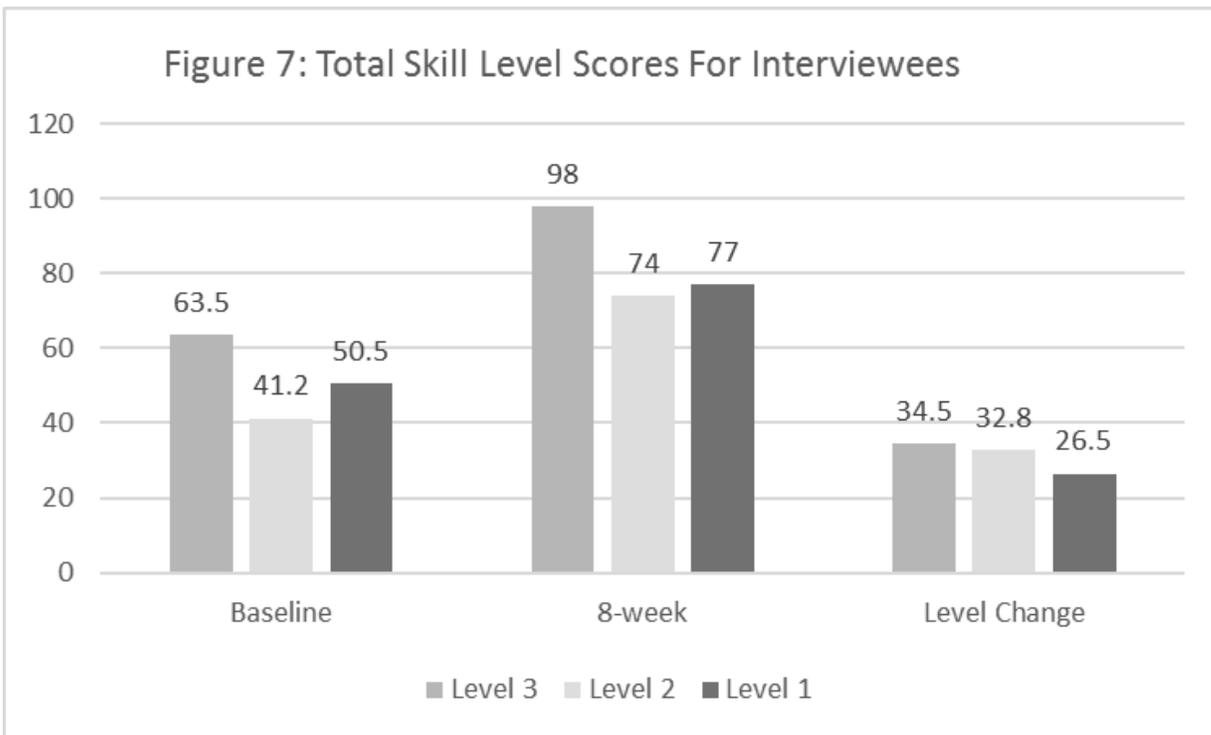
Summary of the Qualitative Analysis Results

Categories, Codes and Emergent Themes

The researcher used the quantitative category, Behavior Skills, as a category in the qualitative study. Behavior Skills were coded as follows: (a) Communication, (b) Personal, (c) Self-Management, and (d) Adaptive/Tasks. Two additional themes emerged from the interview, Relationships and Observation/Perspective. Relationships and Observation/Perspective were coded either negative or positive. Results of the qualitative summary appear in Table 7. The numbers in the Count column represented how many times the researcher used the code to tag portions of the interview. The Percentage Count represents the percentage of the interview tagged with the code. Positive Relationships had the highest count in the interview followed by Negative Observation/Perspective. Personal behavior skill ranked third while Positive Observation/Perspective was the fourth. Negative Relationships held the fifth place, Communication behavior skill was sixth, Adaptive/Task behavior skill was seventh, and Self-Management was last.

Table 7. Analysis results of the categories and codes used in the interview in descending order.

Category	Code	Count	% Count
Relationships	Positive	53	14.20%
Observation/Perspective	Negative	44	12.40%
Behavior Skills	Personal	35	9.80%
Observation/Perspective	Positive	33	9.30%
Relationships	Negative	30	8.40%
Behavior Skills	Communication	26	7.30%
Behavior Skills	Adaptive/Task	22	6.20%
Behavior Skills	Self-Management	21	5.90%

Analysis of the Research Questions

This analysis presented excerpts from the interviewees as they related to the research questions. A scoring rubric gave a numerical value reflecting the students' behavior. The following is an explanation of the four values: (1) negative behavior is noticeably dominant and positive behavior is less noticeable, (2) negative behavior is still noticeable while positive behavior is becoming more frequent, (3) positive behavior is becoming dominant and negative behavior is becoming less frequent, and (4) positive behavior is noticeably dominant and negative behavior is less noticeable. The research questions were:

1. What in the interviews indicated that the students adapted to routine activities while attending the AEP and allowed staff to teach them new techniques?

2. What in the interviews indicated that the students got their needs met by verbal and non-verbal communication?

3. What in the interviews indicated that the students allowed adults to help them resolve issues and develop a sense of self-worth?

4. What in the interviews indicated that the students could respond to challenging situations using self-control?

Adaptive/Task Behavior Skill

When asked about the AEP's rules, S1 thought there needed to be more "restrictive rules" and "stronger punishments" to control students' behavior. She also realized, "This is it, I need to follow these rules." In another statement, S1 said, "I think it's hard for all of us to be in the same room eight hours a day." Her Adaptive/Task score improved from her baseline score to her eight-week score. Of the three students interviewed, S1 started at a higher Adaptive/Task baseline score than the other two and showed the smallest increase of the three respondents. While S1 showed improvement, her rubric score did not change.

When asked what a typical day at the AEP was like, S2 answered, "Like, uh difficult." When asked if the rules were hard for him to follow, S2 responded, "At times, but not really, though. I always looked at it easy, like it's simple. Just do the work and respect others and be quiet at times. It's that simple." S2 showed an improvement in his Adaptive/Task measurement. His baseline and the eight-week score were lower than both S1 and S3, but he showed a larger percentage of improvement than S1 and S3; he moved from 1 on the rubric score to 2.

When asked about the rules at the AEP, S3 felt there were, "a lot of rules." A follow-up question asked if the AEP rules were easy or hard to follow? "It was kind of hard to follow, to pay attention and stuff." Another follow-up question asked if the rules at the AEP were harder than public school, he replied, "A little bit probably." S3 showed an improved Adaptive/Task score as he ranked the second most improved and moved his rubric score from 2 to 3.

Communication Behavior Skill

S1 was asked, "Did you feel like the staff cared about you and could you trust them? Her answer was, "Yeah, I feel like if I ever needed anything, that I would definitely go to you guys." When talking about ways to get students to change their behavior S1 suggested, "… have a meeting with their parents." She admits, "Me, it worked, all those meetings, obviously, my sister's in it." S1 had the highest Communication baseline score and the highest eight-week score; she also showed the most improvement of the interviewee and moved her rubric score from 1 to 2.

When asked, "When you were angry, how did you let the teachers know?" S2's response, "They could see it. They'd know I'm angry." S2 suggested that he could, non-verbally, communicate to the staff that he was angry. S2's response when asked what the best way to get attention from a teacher was, "Just waiting. Just wait until she's done helping somebody, or if she's free, just ask. Just walk up there and ask her nicely or something and she will get your question done." S2 had the second highest Communication baseline score; his rubric score moved from 1 to 2.

S3 expressed frustration with certain staff members. S3: "I was frustrated the most at the time how we get in arguments and stuff." Question: "You would get in

arguments with...?" S3: "Like Skip and stuff like that." Question: "Okay, what was frustrating about that?" S3: "It was just saying like, he would just frustrate me the way he talked and stuff like that. I don't know." Question: "Like talking down to you?" S3: "Like a little bit." The last question was about a specific staff who initially, S3 could not get along with and threatened to kill. When asked, "What made it change? S3 answered, "What made it change was because, I don't know what made it change. I don't know." Question: "Was it him or you?" S3: "I think it was me. It was both. I realized like y'all was getting on me the most and stuff, and I woke up the next day and thought about it like they're trying to help me out, they're not just picking on me and stuff like that." S3 did improve his Communication score but did not change within the rubric score. He had the lowest baseline score and did not improve his rubric score of 1.

Personal Behavior Skill

When S1 was asked, "Do you think it (the AEP) was a good or bad experience?" She replied, "I think I've met a lot of people that I probably won't spend time with after school, but I think that behaviorally, I've gotten a lot better." She stated that "everything that has happened here has brought me a long way so I don't think that I would take anything back. Not even my fight with Rose, I wouldn't take that away either. I wouldn't take anything away. I think that everything that I've done and that's happened with me at this school has made me into a better person, even in the negative things, I think that I've learned from them." S1 also added, "My attitude, since I've been here has changed a lot. I think that I just needed to see where doing what I got expelled, like the pills and stuff, I think that I need to see where that was going to get me in life." When asked whether she thinks she has been successful S1 states, "I think I succeeded. I think that, like I've been

saying, my attitude overall has changed, and I feel like I've grown a lot as a person." S1 ranked second of the three baseline scores and made the most improvement in the Personal behavior skill scores moving her rubric score 1 to 2.

When asked, "What are some goals that you think you have today that you didn't have before you came to McAdams?" S2 answers, "Honestly, finishing school." Question: "Do you have any doubt that you can finish school? S2: "No, I know I can do it." When asked, "What was the most helpful thing a staff person helped you do while you were at McAdams?" S2 answered, "She helped me with my work, and she just taught me how to do a lot of work that I didn't know how to do at all. You, you taught me a lot of things about respect and all that. You taught me a lot about ... When we did Chapel and all that, you taught me a lot of stuff." When asked what he thought the biggest goal he accomplished while attending the AEP, he replied, "Getting work done. Getting a lot of math done because I didn't like math at first when I first started coming here." Question: "You feel like you'll be ready for next year when you go into class at public school?" S2: "Yeah. Uh-huh (affirmative). I feel like I'll be ready." S2 scored the lowest on the Personal baseline scores and improved the least of the interviewees with a rubric score of 1.

S3 was asked what his first thoughts were when he started attending the AEP. "When I first went, it was kind of like boring, and I started getting used to it and stuff. It helped me out." When asked if he could trust the staff, S3 answered, "A little bit at first." Question: "Okay, did that trust grow?" S3: "Yeah, a lot." When asked if he thought the staff cared about him he said, "Yeah." Question: "Do you think the staff respected you?" S3: "Yeah." When asked, what was the most helpful thing staff did to help you, S3

replied, Y'all helped me with a lot of things, get credits and stuff, be on the right track and stuff, be good and stuff." Question: "Overall, how do you think you did at McAdams, were you successful or do you think you were not successful?" S3 answered, "I was successful." S3 increased rubric score from 1 to 2.

Self-Management

In response to the question, "What was the most difficult thing you experienced while attending the AEP?" S1 answered, "The kids. I think that I had a lot of trouble with the students that were already here, just different mindsets maybe. Different morals." In response to a question about classmates and having influence with other students, S1 replied, "Even with me, I think that when I was making those choices that I used to make here, it was because I felt like, everyone else can do it, so why can't I do it?" When asked what the biggest thing she learned at McAdams, S1 answered, "How to control my anger" and "My attitude, since I've been here has changed a lot." S1 added, "I think that I just needed to see where doing what I got expelled, like the pills and stuff, I think that I need to see where that was going to get me in life. All these kids do is go out there and try to do that. I realize like, what is that going to do? With Micky, for example, I don't want to be like that." S1's Self-Management behavior skill score ranked highest of the three, she went from a rubric score of 1 to 2.

When asked how he handled stressful times while attending the AEP, S2 replied, "Talk it out, that's what I do. Talk it out." Question: "Was it helpful to talk about it with me?" S2: "Yeah." When asked, "What do you think was the most difficult thing you had to deal with at McAdams?" His response was "I would say you're on camera." He concluded, "When I want to be by myself because I was angry, I'd feel like I still wasn't

by myself because the camera." S2 had the lowest baseline score of Self-Management of the three students and showed the lowest level of improvement, staying at a rubric score of 1.

When asked to evaluate his behavior while attending the AEP, S3 replied, "First, it was kind of rough, but I got used to it and started being good." Question: "How did you handle stressful times at McAdams? Can you remember what was one of the most stressful times or were you stressed out at McAdams at all?" S3: "Not really, I wasn't stressed, I was frustrated. I was frustrated the most at the time how we get in arguments and stuff." S3 ranked second of the three in his Self-Management behavioral skill and improved his rubric score from 1 to 2.

CHAPTER 5: CONCLUSIONS AND RECOMMENDATIONS

The purpose of this study was to determine whether the behavior of expelled students, in an alternative education program (AEP), could be modified. In Chapter 4, the findings of this mixed-methods study suggested that it was possible to modify the behavior of students. The encouraging results of this study indicated that more research should be done in this area. This chapter presented the researcher's interpretations, recommendations for future research, and conclusions.

The Qualitative Data

Although Positive Relationships was a theme measured in the qualitative phase of this study, the construct of relationships was systemic throughout the study. This researcher believed, as the qualitative data suggested, that the relationships established between students and program staff were an essential element promoting behavioral changes in the students. The strength of the student/adult relationship appeared to be a governing factor reflecting how youths behaved and how willing they were to receive advice and correction from the staff.

Relationships

Positive Relationships was the most reoccurring theme in the interviews. It had the highest percentage count, 14.2 percent, of the categories. This category consisted of comments to, or about, staff, parents, and peers. Building relationships with students was an essential objective for staff and volunteers. Whitbeck pointed out the importance of verbal affirmations from adults to youth. He posited that affirming students in a learning environment is crucial to students being successful (Whitbeck, 1987). From the perspective of this researcher many of the program students did not receive consistent,

positive verbal encouragement from the adults in their lives. All three students interviewed acknowledged that a positive relationship with the AEP staff enabled them to alter their behavior while attending the program. Furrer et al. found that a positive relationship between teachers and students help students from disengaging from school (Furrer, Skinner, & Pitzer, 2014). Furrer's findings seem to support the viewpoint of the respondents in this study.

"Mentoring the next generation of youth is critical to the future health and prosperity of our nation" (Cavell et al., 2009, p. 1). Relationships with the students, built by the staff and volunteers in the classroom, continued outside of the classroom. The staff invited students to various civic events, museums, church functions, sporting events, college plays, and concerts. They also spent time with students as they volunteered at soup kitchens, feeding the homeless, and working at staff member's homes doing odd jobs. Toward the end of the first year of the AEP, program staff, volunteers, and students worked together creating, promoting, and implementing a basketball/math camp for elementary age children in the neighborhood surrounding the AEP. In his review of mentoring programs in the *Journal of Juvenile Justice*, Matz suggested that children participating in a mentoring relationship for more than 12 months have more self-confidence, improved school attendance, and better grades (Matz, 2014).

Volunteerism and the AEP

Volunteerism was an important facet of the AEP. Sheldon et al. suggested that involving volunteers from the community can decrease disruptive behaviors in the classroom (Sheldon & Epstein, 2002). During this study, the AEP logged over 1000 hours each year of volunteer time. Prosocial volunteers exposed students to positive

lifestyles that several of the AEP students would not normally experience. Program volunteers engaged the students in various ways. Some volunteers taught art classes, presented science experiments, taught baking classes, taught students how to do maintenance projects, tutored, and played board games with the students.

Enlisting adult volunteers to work with the program youths was often challenging, mainly because of the adults' preconceived ideas about the youths. When recruiting potential volunteers, many of the adults were afraid of the AEP teens. Potential volunteers rarely used the word fear, but their responses often reflected hints of fear. Comments such as, "I don't want my kids around those type of kids," or "I don't want the program kids to find out where I live," were typical responses offered as reasons why they did not feel comfortable working with the program youth. A punitive and uninformed mindset presented another obstacle when trying to enlist volunteers. Some adults felt that the program youth deserved their expulsion and therefore did not warrant extra help from their community. Some adults believed that teens breaking the law should be treated as adults. Some in our society did not understand that juvenile law-breakers have "not yet developed the full range of cognitive and volitional competencies" (Allen et al., 2012, p. 79). Too often offending youths were fearfully viewed through the lens of high-profile juvenile crimes. It was this fear and lack of understanding about teen development that impeded volunteerism in programs working with antisocial youths; the very people who need a prosocial relationship the most. Therefore, educating adults in our communities about these teens and exposing adults to high-risk youths, seemed necessary to get beyond this social stigma.

Volunteer Burn-Out

Mentally, volunteers sometimes struggled with students exhibiting deviant behavior. Most adults were used to adolescents who respect authority and, for the most part, behaved in a socially acceptable fashion. Being around antisocial teens took most individuals out of their comfort zone. Volunteers who were successful connecting with program youths, had to overcome their propensity to punish students for their bad behavior. For many, was is not natural to respond in a redemptive fashion when you were threatened and verbally abused. It took concerted effort and creativity to hold students accountable for their bad behavior, while responding in a redemptive way.

Working with antisocial youths can be emotionally draining, even for the most experienced helper. It was instinctive for volunteers to care for and develop emotional ties with those they were helping. Volunteers could become extremely frustrated unless they learned how to view the teens, and themselves, from a perspective different than the average individual. Adults, working with problem youths, must go beyond an entitlement-like mentality. Self-predicated phrases such as, "I am an adult, you must respect me," or "I am an adult, you must do what I tell you to do," revealed a counter-productive, adult entitlement mentality. Although it would be best for students to obey their authorities, adults could not demand that students be obedient. Adults helping students with behavior problems needed to be willing to step outside of their preconceived idea of adult/child relationship and enter a servant/served relationship. This philosophy was difficult for most adults because they saw it as undermining their adult status or authority. Being a servant or a friend to teens did not minimize the authority of an adult in a relationship with teens unless the adult allowed it to happen. Using

authority as an adult was a crucial tool, but it could not be the only tool used. Often it was impossible to know all that was going on in the life of a youth experiencing behavior issues. Therefore, it was vital for adults to keep their pride in check and focus on a redemptive outcome in every situation.

New volunteers to the program have asked, "Why do you let these kids get away with that?" When asked how they would handle the situation differently, rarely was there an explicit plan offered. Most program volunteers seemed more reactive than proactive when working with the students. A reactive mindset was often counter-productive and could cause volunteers unnecessary frustration when working with antisocial adolescents. Even though the AEP staff exacted a measured consequence for students who broke the rules, new volunteers wanted more immediate, punitive actions taken to correct bad behavior. At times, to show the student the full impact of their bad choice, the consequences could play out over several hours or even days.

Operating from the premise that adults could apply enough pressure to make a teen change their behavior was an exercise in futility. Real change happened when people perceived that they would benefit, in some way, if they changed. The motivation for change resided within the individual's perception that there was value in altering their behavior. In the opinion of this researcher, when adults tried to force a student to change, without attempting to understand the totality of the situation, it only served the adult. When forcing students to obey, adults showed their limited set of coping skills; the same limited skill set that was causing insubordination in the youth. In public schools, this philosophy was very likely a significant causal element, increasing the number of youths

becoming involved in the justice system. There was no one-size-fits-all discipline for youths.

It was common for new volunteers to point out flaws in the AEP and with the staff. A well-meaning, uninformed volunteer, could do more harm to a program than good. It was usually the highly motivated and unapprised volunteer who served the shortest amount of time volunteering for the program. An example of this happened when a volunteer told the director that there was a problem with how he (the director) treated the students. The volunteer was confident her assessment was correct because she had, in a matter of days, built a stronger relationship with the students than the AEP staff had. Suggesting that she could fix the problem, the volunteer wanted to organize a class meeting that would allow students to vent their frustrations. Concern by the director was expressed to the volunteer that the students were manipulating her and that a class meeting would be counterproductive. The volunteer was resolute and felt confident that she had a solution to the youths' behavior problems. She believed that she understood the program youth better than the staff did because she also had been a troubled youth. The director acquiesced and let the volunteer organize and take charge of the meeting. The meeting was chaotic, and students were disrespectful to the volunteer. Before the end of the 60-minute meeting, the volunteer was angry and felt betrayed by the students. Because of her inexperience, the students manipulated the volunteer, and in her attempt to fix the kids she relied on her feelings instead of taking the time to learn about the teens she wanted to help. Trying to fix the program youth was a common goal of many well-meaning volunteers. Passion, emotion, and intuition are all necessary components when

working with antisocial teens. If volunteers were serious about helping high-risk youths, they must take the time to learn from them and understand the way they think.

Building Relationships with Program Parents.

Building relationships with the students' parents was an integral part of the AEP. Lewis et al. concurred with the benefits of partnering with parents in the students' education process (Lewis et al., 2011). Both staff and volunteers tried to develop relationships with the students' parents; building relationships with parents was difficult. Parents taking a consistent, active role in the program was minimal. Low-income parents, especially those whose children were involved in the judicial system, initially seemed distant and unapproachable and did not trust the AEP staff. They were often polite but would resist becoming too friendly with the staff or giving too much information about their child.

During intake meetings with the parents, some talked about their past failures and sometimes blamed themselves for their child's behavior. Several of the parents were high school dropouts or ex-offenders. Some parents were on probation or serving intermittent jail sentences. Body language suggested that these parents were embarrassed by their life and had a low self-image. It was possible that these feelings made the parents feel inadequate and helpless to impact their child's education and therefore inhibited their involvement in the AEP.

Helping parents work through their emotions was a significant but necessary task. During the intake process, the emotions of parents ranged from angry to hopeless. Hurting parents would cry as they shared how hopeless they felt about parenting their child. Alternatively, angry parents would tell the staff that this was the child's last chance

and to "call the police if my kid messes up, I am done with him." The behavior of program participants' parents toward their child was often inconsistent. It was not uncommon for some parents to berate their child in front of others. Many parents lacked social skills, problem-solving skills, and coping skills and did not model consistent positive behavior in front of their teens. Marlowe et al., believed that "unpredictable behavior tends to strengthen inappropriate behavior due to the power of intermittent reinforcement, and it encouraged the development of manipulative behavior designed to exploit the inconsistency" (Marlowe & Hayden, 2012, p. 52). Parental offending has an impact on juvenile offending (Nijhof et al., 2009) and parents have the earliest and the best opportunity to influence their children (Meunier et al., 2011). Therefore, equipping parents with parenting skills, via mentoring, to build parental efficacy offered an excellent frontline defense against a child's delinquent behavior.

The biggest barrier between staff and parents was a cultural, economic, and moral divide. Most of the students came from backgrounds that the program staff and volunteers have never experienced. At times, it was emotionally difficult for individual staff to not be judgmental when they observed behavior by a parent who was perceived as irresponsible and not acting in the best interest of their child. It took effort for the staff to not allow their personal attitudes to affect building relationships with parents. Interacting with the parents from a non-condemning perspective, helped the staff build relationships between staff and parents.

Faith-Inclusive Relationships

Faith was a frequent topic discussed by parents, guardians, staff and students in the program. For this study, a faith-inclusive relationship was defined as individuals who

shared a belief in God as their source of comfort and guidance and who, willingly, discussed spiritual matters. Participants and parents were aware that Youth for Christ, an International Christian ministry, was the AEP's parent organization. The staff and most volunteers working in AEP were Christians and could communicate on a spiritual level to parents and program participants who wished to do so; this spiritual communication included students of all faiths. The program staff did not proselytize, nor did they avoid discussing religion with the program youths.

The requisite qualification to be a Christian, for this study, was a person who professes a personal relationship with Jesus Christ and believes in the inerrancy of the Bible. Adherents to Christianity believe that it is this relationship with God and Biblical principles that order their belief-system and dictate their actions towards others. New Testament Christian orthodoxy offers unique relationship building tools when working with high-risk, ego-centric youths. These relational tools, some Christians consider gifts from God, are based on an understanding of grace, mercy, and redemption. Christians believe they are supernaturally imbued with these gifts by God and that these gifts permeate every aspect of their life. Operating within these spiritual constructs, allowed Christians to extend grace, mercy, and redemption to others.

The definition of New Testament grace is receiving favor that one cannot earn; grace is given, not earned. Therefore, students in the AEP do not earn the trust, love, and respect of the staff; it was given to them. There were consequences when students broke the AEP rules, but the student's behavior did not determine how the staff accepted them. A simple definition of mercy is, not getting what you deserve. When the punishment for your offense has been extricated, you experience mercy. Students attended the AEP

because the penalty for their offense was executed; they received no mercy. They committed an offense, and an expulsion was what the school rules exacted. Some student's behavior, while attending the AEP, would have been grounds for expulsion in a public-school setting, but the AEP extended grace and continued to work with the student to resolve the problem. Many AEP students have learned to use their unruly behavior to manipulate others to get what they want. The AEP showed grace and mercy to these students and instead of removing them from the program, the AEP would have meetings with parents, probation officers, and program participants to discuss the problem behavior and administer appropriate consequences; this process allowed students to stay in a learning environment.

Christianity is a conversion religion. The conversion experience for Christians is a specific, knowable event. At the time of conversion, Christians believe they are transformed from a mortal being to an immortal being. Christians understand that before their spiritual transformation, they too were, in God's eyes, a law-breaking, self-centered adolescent with no desire to comply with moral standards. This philosophy placed all participants, staff and student, on a level playing field. Having this mindset aided the Christian staff by reminding them that they cannot place themselves, morally, above the students.

Another aspect of the Christian faith is justification. Orthodox Christianity teaches that God pronounces the new convert righteous. God sees his adherents as righteous people even though they do not act righteous. The concept of justification is essential when helping youths who have been labeled by society as problems. Seeing problem-youth the same way society does, marginalized the impact workers had on these

youths. Workers must look past the student's insubordinate behavior and see the

student's potential. If the worker cannot see what the student could be, the student would

not see it either.

Faith-inclusive programs deal with the transformation of the offender; restorative

practices include the offender, victim, and the community (Armour, Windsor, Aguilar, &

Taub, 2008). A Christian, faith-oriented mindset deals with the whole person as they

interact with others and recognize that the transformation of the spirit, soul, and body is

vital for lasting change. "Faith-motivated individuals, faith-based organizations, and the

transformative power of faith itself are proven keys in reducing crime and improving the

effectiveness of our criminal justice system" (Johnson, 2011, p. 81).

Negative Observation/Perspective

Negative Observation/Perspective was the second highest category with 12.4

percent of the percentage count. This category counted the respondents' negative

observations/perspectives while attending the AEP. Some of the responses listed in the

Negative Observation/Perspective category from S1 were: "Everything right now is

pretty cool, but when Angie was here, things were terrible. Things were terrible." She

felt that "it's hard for all of us to be in the same room eight hours a day." S1 also said

that she had "met a lot of people that I probably won't spend time with after school." S3

compares access to school counselors at public schools and the AEP. He claimed that in

the school he last attended, he had to request an appointment and then wait for the

counselor to contact him for a meeting. He explained that sometimes it was several days

before he could talk to the counselor. In contrast, while attending the AEP he could talk

out the problem with a staff person as a problem was developing. The negative

observation/perspective comments from the respondents were almost entirely about other people, i.e. relationships.

Personal Behavior Skill

Personal Behavior Skill held the third highest count and ranked higher than the other three Behavior Skills at 9.8 percent of the count. This category totaled the occurrences in which students mentioned allowing the staff to help them resolve an issue or experience a feeling of improved self-confidence or self-efficacy. In this study, self-confidence meant having the confidence to use newly acquired skills, it was not feeling good about one's self. Many of the students enrolled in the AEP were ego-centric and had a high opinion of themselves. They lacked a sense of accomplishment and had little problem-solving skills. Having knowledge about a skill was of little value unless students had the self-assurance to use that skill (Bandura, 1993). Van Dinther et al., claimed that "enactive mastery experiences are stated as the most powerful source of creating a strong sense of efficacy" (van Dinther, Dochy, & Segers, 2011, p. 104). As students learned how to resolve issues and use those skills successfully, lasting behavior change was more likely.

The following excerpts from the interviews explicated the Personal Behavior skill. Initially, S1 wanted nothing to do with the AEP, "my case worker made me come here." At the end of the program, she said: "I think that everything that I've done and that's happened with me at this school has made me into a better person, even in the negative things, I think that I've learned from them." When S1 began attending the AEP, she arrived with some behavior issues. Her ability to trust the staff to work through issues was limited. While having issues with many of her classmates, S1 eventually

started engaging some of them to offer advice or encouragement; she also became willing to take advice from staff. An example of this was when S1 tried to help a classmate named Ricardo who wanted to leave the program. S1: "With Ricardo that day, I feel like I got to him a little bit with staying, but I don't know. I think he probably would have stayed anyway, eventually. He would have come to his senses, but I think that other kids helping him, helping each other did help a lot." Behavior issues between S1 and the staff greatly improved after a couple of parent/teacher conferences. By her admission, she was glad that she attended the AEP; she felt that the program made her a better person.

During the program, S2 resolved issues with staff members that enabled him to believe they cared about him. By the end of the program, S2 understood that the AEP was "giving students a chance to be in school and to be something." He claimed that the teachers cared for him because "they here and they haven't left yet." Before attending the AEP S2 did not think he could finish school. After attending the program, he did not doubt that he would finish school. S3 said that he did not trust the staff when he began attending the AEP. S3 overcame his distrust of staff to the degree he took part in a youth summer camp with the same adult staff he had threatened to kill earlier in the year.

Students practiced skills they learned by mandatory daily participation in individual and group assignments. Most of the assignments were scheduled, some were spontaneous. Daily tasks ranged from, social outings, building maintenance, janitorial jobs, and preparing lunch for the class. Spontaneous lessons were from real-life situations and usually dealt with behavior and learning social skills. Often these lessons taught the offending student how to apologize to classmates for their unacceptable behavior or learning how to repair the damage caused to the AEP facility by their out-of-

control actions. Whether making amends to their classmates or repairing actual damages, the process started immediately after the precipitating event. Promptly addressing the student's behavior, before the impact of the event diminished, allowed students to feel the full brunt of their actions. It also gave the offender closure and helped appease their conscience; many students felt embarrassed and sorry for their behavior. Allowing AEP participants to fix their mistakes helped them develop a sense of accomplishment and real-world problem-solving skills.

Positive Observation/Perspective

Positive Observation/Perspective ranked fourth and was 9.3 percent of the count. The following are examples of Positive Observation/Perspective counts. S1: "They actually care. The teachers here are way nicer than my grandma." She also reported: "I could take that two ways. I could take it, the way I'm going to take it is, I think I succeeded." S2 described the school as being beneficial for him. "Yeah. It's a good school. It's a real good school. I like it. It helped me a lot, this school." S3 responded with, "I was successful, It's a good school." 'I realized like y'all was getting on me the most and stuff and I woke up the next day and thought about it like they're trying to help me out, they're not just picking on me and stuff like that. I realized they was here to help." All three respondents indicated that they were not interested in attending the AEP, yet the interviews revealed that the youths developed a positive attitude and an awareness of how the AEP benefited them. These positive statements suggested that the AEP affected positive change in the students' behavior.

Negative Relationships

Negative Relationships was 8.4 percent of the count and ranked fifth of the study's categories. Some negative relationship counts were included in the negative Observation/Perspective count. The Negative Relationships category was interpersonal and included statements from the respondents that indicated verbal disagreements or negative feelings towards one or more individuals involved with the AEP.

When asked if she had a choice in whether she wanted to attend the AEP, S1 stated: "Well, I did, but not that I could help. My caseworker made me come here." Initially, S1 was motivated to do whatever her case worker suggested so she could move from state care to her sister as her legal guardian. When talking about relationships with other students, S1 said: "I think I've met a lot of people that I probably won't spend time with after school," When asked about the most difficult aspect about attending the AEP she explained: "For me? The kids. I think that I had a lot of trouble with the students that were already here, just different mindsets maybe. Different morals."

During S2's participation in the program, he mentioned that he was mad at himself because he believed he had disappointed the director. This topic was mentioned during the interview. He responded: "Made me feel bad because I let you down." This student would become sullen and act out in negative ways when he felt that his behavior was unacceptable to the director. When S3 was asked how he felt when the staff asked him to follow the program rules, he replied, "Like you picking on me." S3 also expressed a negative experience about a staff member. "I was frustrated the most at the time how we get in arguments and stuff."

All three students gained trust and developed positive relationships with adult staff and felt that they had an adult in which they could confide. Initially, the male students exhibited negative behavior towards the same adults they later trusted. The female student was more passive aggressive in her behavior. Although this study did not provide any data to measure relationships, the interviewees have acknowledged that while attending the AEP, their behavior towards the AEP staff changed in a positive manner.

Communication Behavioral Skill

The behavior skill Communication was 7.3 percent of the word count and ranked sixth in the categories. This skill focused on how the students got their needs met by verbal and non-verbal communication while attending the program. Many of the comments in the interviews were about getting needs met by the staff; very few comments were about getting needs met from program participants. The female respondent, S1, mentioned that she could talk to the staff more than her family members. "Well, I think I talk to you about more things than I do my own sister. About her Alex, her boyfriend and stuff, yeah. I definitely talk to you more than I do to her." In response to questions about parents or significant others being involved with the behavior of the students during program participation, S1 explained, "Me, it worked, all those meetings, obviously, my sister's in it." When asked why she thought the staff was supportive of her, S1 reasoned that "They helped me talk through things that (public school) teachers wouldn't, they'd just give you a plain answer. The teachers and staff here would really sit there and actually listen to you. They would listen to my problems, they would actually be concerned with things that I would talk to them about."

When S2 was asked how he conveyed respect to the staff, he remarked, "By completing work, like doing something they tell me to do, and help whenever they ask me to set up something or help somebody out, I did it. I was just, when they asked me to do something, I did it." When S2 was asked whether it helped him to talk with the director and other students to work out problems, he affirmed that it was. When asked how he conveyed to the staff that he was angry, he remarked: "They could see it. They'd know I'm angry." The interviews seem to support the quantitative analysis that students' Communication behavior skill was improved during their participation in the AEP.

Adaptive/Task Behavioral Skill

Adaptive/Task behavior skill was 6.2 percent of the overall themes and ranked seventh in the overall categories. This behavior skill looked for indications that students adapted to routine activities and let the staff teach them new skills or techniques. S2 learned math skills and S3 completed a high school credit. Initially, both students said they had doubts as to whether they would finish school. S2 claimed that he gained the confidence he needed, while attending the AEP, to complete school. S3 completed the credit he needed to graduate. Compared to a public-school setting, the AEP was like a one-roomed school house. Most program participants struggled with not having passing periods and opportunities to socialize with other students outside of their classroom. All three respondents did not like being in the AEP all day with the same classmates; the students felt that the AEP was hindering their social life.

S1 felt that the program did not have enough rules. Her logic was, if the AEP had more rules, the students' behavior would be better. S2 thought the rules were simple, his perspective about the rules was "Just do the work and respect others and be quiet at

times." S3 felt that there were "a lot of rules" and that "they were hard to follow, to pay attention and stuff."

Self-Management Behavior Skill

Self-Management was 5.9 percent of the count and had the same percentage as Personal Experience. There were twenty-one instances of respondents referring to Self-Management. Students often became angry and acted out when they were held accountable for their actions. They felt that the AEP rules were subjective and open to their interpretation. Deviating from the rules was normal for many students, they always had good reasons to depart from the rules. Bandura suggested that "Moral disengagement is an active player in daily life" (Bandura, 2002). People rationalized their behavior based on what they think is right.

S1 did not want to attend the AEP but, as stated earlier, she wanted to comply with her case worker so she could move from state custody to her sister's care. When S1 entered the program, her behavior was ego-centric and destructive. After three meetings with the AEP director, her case worker, and her sister, S1 made the decision to change her behavior. She learned how to face a challenging situation and respond using self-control. Of the three respondents, S2 was non-successful because he was absent from the program for several weeks. He returned to the program when his probation officer gave him the alternative to go back to the program or be arrested. Even though he was non-successful, he reported that he had gained the confidence needed to finish his high school education. S2 was the exception for non-successful participants. Most students, not completing the program, never returned to the program or public schools. The most visible sign of self-management for S3 was his inability to take correction from the staff

when he first arrived at the AEP. He felt as if he was being talked down to or picked on when he was corrected. This feeling of being disrespected resulted in S3 threatening to kill a staff person. Over time, S3 realized that he was not being attacked and developed the ability to accept correction from the staff.

Addressing the Research Questions

Personal Behavioral Skills Research Question.

What in the interviews indicated that the students allowed adults to help them resolve issues and develop a sense of self-worth? As mentioned previously, issues among the respondents included their lack of motivation to attend the AEP, bad attitudes toward other students, an inability to trust adults, and lacking the confidence to complete their high school education. Excerpts from the interviews showed that the students felt they overcame those issues and gained the confidence to continue using the skills acquired while attending the AEP. The qualitative data and the quantitative data concurred that all three students improved their Personal Behavior skills.

Communication Behavior Skill Research Question

What in the interviews indicated that the students got their needs met by verbal and non-verbal communication? Some of the needs respondents communicated to the staff, either verbally or non-verbally, were completing a high school credit required to graduate, talking to staff about personal problems, and working through family issues. Most of the students had emotional behavioral disorders (EBD), limited coping skills and used histrionics to get attention from the AEP staff. Few students could work through problems or discuss their bad behavior without getting mad when they began attending the program. At the time of the interview, the respondents said that talking things out

was helpful and mentioned specific instances where they had worked out issues with classmates and staff. The qualitative data concurred with the quantitative data. They both suggested that all three interviewees grew in their ability to get their needs met by communicating verbally and non-verbally.

Adaptive/Task Behavior Skills Research Question

What in the interviews indicated that the students adapted to routine activities and allowed staff to teach them new techniques? Program participants found the AEP format difficult at first. As stated earlier by a respondent, it was not easy being "all cooped up in the same room" with the same students all day. In a traditional school setting, students had several opportunities during the day to socialize with a larger group of classmates and get away from those students they may not care to be around. Adapting to the AEP format was a significant issue for most of the AEP participants.

One male respondent thought the AEP had too many rules to follow and that it was harder than the last school he attended. The other male interviewee did not feel that the AEP rules were too difficult to follow even though he acknowledged that, at times, he did not follow them. It was apparent that following rules or working within a social structure were not something most of the program students had a proclivity to do. When the staff was consistent with consequences and held students accountable for their actions, the frustration level of the participants increased and they become angry. Both the qualitative and the quantitative data suggested that the students learned how to improve their Adaptive/Task Behavior skills.

Self-Management Behavior Skill Research Question

What in the interviews indicated that the students could respond to challenging situations using self-control? All the students admitted that when they first attended the AEP, their behavior was bad. One student said that it took some time to realize that the staff was on his side and not "picking" on him. When he began attending the program, he was in several physical altercations with other classmates and threatened the life of one of the staff. The female student admitted that her attitude changed while attending the AEP; she chose to talk to the staff when conflicts arose instead of giving in to her old, self-destructive, methods. Her behavior change also gave her the desire to help other students. Each day, the AEP worked with 14 moderate to high-risk youths, youths that the public-school system could not handle. The AEP environment had students working in close proximity to each other every day. Students had to choose minute by minute whether they would exercise self-control. The qualitative and quantitative data both suggest that students grew in their ability to exercise self-control.

Interpretation of the Quantitative Data

Results from the quantitative portion of this mixed-methods study suggested that behavior can be modified in an Alternative Education Program. The quantitative data indicated that all participants increased in one or more of the Behavioral Skills categories. The challenge with this study, as Harvey et al. discussed, was finding an appropriate experimental design when studying school systems (Harvey et al., 2004). This study could not ethically create a control group since the program intent was to treat all students accepted into in the AEP.

A small percentage separated three of the four behavior skills. The Adaptive Behavior Skill lagged several points behind the other skills showing the least amount of improvement. It was possible that the Personal, Self-Management, and Communication behavior skills were situational in nature, forcing students to work on them as situations occurred. Adaptive/Task behavior skill required forethought and preplanning which may have contributed to it being the least improved skill. The data also revealed that the most improvement happened in skill level three. Level three is the level of behavior skills typically mastered by very young children. The least amount of progress made was in level one where skills are attributable to young adults. When comparing all of the participants behavior scores to the respondents' scores, both groups showed the same pattern of improvement. These findings seemed to support the theory of other researchers who have suggested that lower maturation levels are an indicator of the proclivity towards juvenile delinquency (Allen et al., 2012).

The Adaptive/Task behavior skill involved teaching students how modify their behavior to develop daily routines and cope with new situations interrupting their daily life. Three related issues that may have contributed to Adaptive/Task being the least improved behavior skill were: (1) a lack of structure in the family, (2) psychosocial immaturity, and (3) the lack of self-efficacy. Many of the program teens' home environment had minimal order or structure; their families lived from crises to crises. These youths have never experienced an ordered home life, therefore developing skills that promote order in their lives would be counter intuitive and go against what they perceived as normal. Second, as this study suggested, most of the program youths functioned at a pre-elementary level. Psychosocial immaturity may be the single most

factor contributing to not just hindering their Adaptive/Task skill, but all other aspects of their life. The last consideration for the limited amount of change in the Adaptive/Task behavior skill was the student's level of self-efficacy. Humans are goal-directed (Ajzen, 1985) and goal setting is influenced by how confident people are in their abilities (Bandura, 1993). Tangney et al., suggested that the more self-control a person has in their life, the better adjusted they will be (Tangney, Baumeister, & Boone, 2004).

All three respondents expressed a lack of self-confidence to reach their academic and personal goals. S2 and S3 did not think they would graduate from high school when they started attending the AEP. Many AEP participants have struggled academically and therefore have little confidence to achieve any academic goals. Often it was a vicious cycle of attempt and failure until they eventually gave up and dropped out of school. There was a stigma that many youths in the AEP carried with them as a result of being expelled. Some students expressed to the staff, "I must be really messed up to keep getting kicked out of public school." Some students lamented that they were "tired of getting into trouble." Braithwaite believed juvenile offenders were affected more by the fear of what family and peers might think about their behavior than what a judge would think (Braithwaite, 1989).

About the AEP

During this study, McAdams Academy was the only program in Sedgwick County, Kansas that this researcher was aware of providing a classroom setting for expelled students in Sedgwick County, Kansas. The AEP was not like a normal class in that students did not attend the full school year. Since expulsions occur throughout the year, the length of time students attended was unique to their expulsion. Although some

students had an online academic option during their expulsion, the reason they chose the AEP was unknown. Based on daily interaction with parents of program participants, one probable reason for not choosing the online option was that many inner-city families did not have the required internet service or equipment needed to do online classes. Another reason mentioned by parents for choosing the AEP was the concern that their child lacked the self-discipline necessary to be successful in an online course without adult supervision. Some parents wanted their child in a structured school environment, which the AEP offered.

The AEP Staff

During the first year of the AEP, the staff consisted of a director, one full-time teacher, and volunteer staff. A part-time teacher was added for the second year and the AEP saw an increase of volunteer hours. The full-time teacher was retired from the public-school system, and the part-time teacher was an empty-nester homeschooling mom. AEP volunteers logged around 1000 hours annually providing tutoring, mentoring for students and parents, and preparing lunches. The director was the lead person responsible for starting the AEP and providing oversight and training to the staff and volunteers. Behavior related components, including handling behavior problems and teaching cognitive behavior classes, were included in the responsibilities of the director. Other responsibilities of the director included fundraising for the school, scheduling conferences with parents and case workers, and submitting all required KDOC documentation to maintain the County grant.

Student Intake

To be accepted into the AEP, students and their legal guardian, were required to complete an intake application to determine if the student qualifies for the AEP. The intake consisted of the following prerequisites: (a) expectations of the student and the parents were discussed; (b) a signed consent form from the parents and a signed code of conduct agreement from the student; (c) students must state, in writing, a specific problem behavior they needed to work on while attending the AEP; and (d) a Brief Screen administered to determine the risk level of the student.

Daily Schedule

Class began each day at 8:00 am and ended at 3:00 pm. When students arrived at the AEP, they changed into school uniforms, provided by the AEP, and stored personal items in individual lockers; personal items were not allowed in the classroom. Students worked on academics in the morning. High school students worked on laptops, and middle school students worked out of textbooks. All students received one-on-one tutoring from staff and volunteers. Students and staff set the students' academic goals, and when students achieved their goals, trophies and certificates recognized their accomplishments. When the entire class achieved their goals, the entire class received a trip to the movies, bowling, or a special social outing. The AEP used the Ladder of Success as a visual aid helping students track their weekly progress. Each step on a stepladder represented a percentage of course completion and an icon represented individual students. The more work a student completed, the higher the student moved their icon until they reached the top. Some students found it encouraging to see a physical representation of their progress.

Afternoon class time focused on student behavior. The constant change in classroom population made it impossible to use evidence-based programs as they were designed. The teaching method and material delivery had to be altered to accommodate the changing AEP population. The AEP offered a daily chapel time; attendance was voluntary. Attending a weekly religious service, according to Mapp, was the most effective activity to deter crime. "Thus, attendance of religious services once a week or more was found to be most effective among the different measures of religion in deterring delinquent behavior" (Mapp, 2009, p. 12). All students had daily responsibilities in addition to their academic work. Responsibilities, or chores, included food preparations, cleaning restrooms, vacuuming classroom, emptying trash, and building maintenance. The AEP split the cost of tuition between parents and youth. Most families could not afford the tuition, and the AEP offered a logical solution. The students would agree to do chores to pay for their portion of the tuition, and the parents would agree to volunteer at the school or be active in other ways to pay for their share of the tuition.

AEP Philosophy

When researching programs that worked in correctional rehabilitation programs, Cullen et al., suggested that using "more than one treatment modality" was more effective to address the different problems existing in the group being treated (Cullen & Gendreau, 2000, p. 139). The AEP used three overarching components attempting to move teens from an antisocial mindset to a prosocial mindset. Academics, Behavior, and Community were the ABC's of the program.

Academics

Each program student was assessed to determine where they were academically. After comparing the AEP assessment with the student's current high school transcripts, the staff developed an individualized academic plan. It was common to see program students behind academically one to five years. Middle schoolers had assignment sheets outlining each day's assignments. High school students worked online to earn high school credits. All students had access to one-on-one tutoring and classroom instruction to aid in their lessons. Natural consequences were a part of the academic module. Students, based on their individual knowledge base, must finish a required amount of assignments to take part in extra-curricular activities.

Behavior

The main objective of the AEP was to address students' behavior so they could re-enter public school and be successful academically and socially. The behavior component of the AEP addressed behavioral needs that students disclosed during the intake process and behavior problems the staff observed during the students' participation in the AEP. During the intake process, students were required to specify a behavioral issue they could work on while attending the program. Classes addressing anger issues, socialization skills, coping and problem-solving skills were taught each day. During these classes students learned how to vent their frustrations with staff or other students in appropriate ways.

The staff confronted behavior issues whenever they happened. Handling those problems might involve (a) counseling one-on-one with the director, (b) a conference with parents, guardian, or court official, (c) circle conferencing with students and victims

of student's behavior, and (d) reconciliation and reparations. It would not be uncommon for some students to have a student/parent/teacher conference two or three times a week. There were instances when the whole class was involved in a student's discipline process. The class had the freedom to interact with the offending student and determine the disciplinary action for the student.

Some students seemed to benefit behaviorally from doing tasks with the director. The task seemed to serve as diversionary tactic, changing the students focus and resulting in curbing problem behavior. Getting to know the students' personalities helped the director monitor the students for potential behavior problems. When a student appeared to be restless or agitated, the director would ask the student to help him with a project. Sometimes the director would take a group of students to work on a project to quell emotions before they escalated into histrionics.

Community

The Community component of the AEP concentrated on teaching social skills and showing students how to function in public. Teaching students how to present themselves to others as they shopped for groceries or how to problem solve with an associate at a hardware store were practical ways of reinforcing social skills they learned.

Recommendations and Research Suggestions

Based on the findings of this study and the experiential knowledge accumulated while developing and managing an alternative education program, this researcher offers the following recommendations and research suggestions. First, re-evaluate expulsion policies; specifically, the current practice of using expulsions as punishment for insubordination. Second, establish best practice guidelines to help public schools: (1)

develop a comprehensive K-12 curriculum teaching social skills and problem-solving skills and (2) proactive continuing education for teachers to deal with student behavior issues in the class room. Third, re-evaluate the practice of separating antisocial high-risk students from prosocial students. Fourth, develop best practice guidelines for alternative education programs. Fifth, public schools, the judicial system and the Department of Corrections should develop wholistic protocols in their state, to address youths with emotional behavior disorders and work together for the best interest of the child and to better use state funds.

Public Schools: The Common Link

Re-evaluating Expulsion Policies

Since schools are the first step in the school-to-prison pipeline, educators need to play a bigger role in reducing expulsions. Research indicated that a student receiving an expulsion is more likely to receive multiple expulsions. It stands to reason that if an expelled student's behavior does not change, then the youth will continue to receive expulsions; removing a child from school for bad behavior without helping the child change, benefits no one but the school. This study suggested that modifying behavior is possible in a classroom setting. Therefore, in theory, if bad behavior could be improved in public schools, expulsions could be decreased.

Removing Antisocial Students from Prosocial Environments

Studies suggested that teens with different risk levels should not co-participate in treatment programs. In theory, mixing youths with varying risk levels will cause the lower risk teens to gravitate to the level of the high-risk teens. As the chaplain in a juvenile detention facility, this researcher has witnessed the melding of incarcerated

youths; the lower level youths often sank to level of the high-risk youths. The lower risk-level youths are outnumbered by high-risk youths and are bound to be negatively influenced. In most cases, the majority will impact a group more than the minority. It is not mixing the risk levels that should be the focus but rather the ratio of the mix.

The AEP in this study received state grant money and was restricted to enroll only moderate and high-risk youths. Determining a student's risk level may help states save money by streamlining how they use their resources, but it may not be what is best for the participants. Using the risk level alone to determine programming for antisocial youths, without considering maturity (Skeem, Scott, & Mulvey, 2014) and temperament (Farrall, Bottoms, & Shapland, 2010), may have an iatrogenic effect.

Research on peer contagion also showed there is much we do not understand about the dynamics of teens influencing teens, it is difficult to know, with certainty, who is influencing who in peer-to-peer relationships (Hartup, 2005). This study worked concurrently with 12 to 16 moderate to high-risk students. The researcher has observed significant issues with having all high-risk participants in the AEP with staff being the only prosocial influence. Temperament, not risk level, is a key component in changing problem behavior. The AEP saw an improvement in behavior when the high-risk students were in groups of three with a dominant prosocial staff. When prosocial youths outnumbered program students in a community setting, student behavior also improved. The mixing of low-risk students with high-risk students already occurs in public schools. It would be logical to posit that public schools have students, that if tested, would be labeled high-risk, even though they have never been in trouble with the judicial system. Since we are not sure if it is the antisocial students influencing the prosocial students, or

if it is the absence of prosocial students perpetuating antisocial behavior in their peers, the practice of removing antisocial students from a prosocial environment, should be re-assessed.

Evidence-Based Best Practice Policies for Alternative Education Programs

To date, this researcher is unaware of an AEP using evidence-based best practice guidelines. At the time of this study, research data available on AEPs was limited. Although research on recidivism, spatial contagion, cognitive behavior, and restorative counseling, is available, there was no research on how these elements may be used in concert with AEPs. Further research is needed to develop evidence-based best practice guidelines for AEPs.

Collective Efforts of Public Schools and other State Agencies

Expulsions may appear to be a problem for public schools alone, but the 30 percent of expelled students that become involved in the justice system become an expensive problem for the Kansas Department of Corrections (KDOC). Kansas spends around $95,000.00 annually to care for one incarcerated juvenile. It cost Kansans more to incarcerate a juvenile than to educate them. Another down side to incarcerating teens was the potential negative effects on the youths when you removed them from their families and communities (Poirier, 2007). School districts could combine resources with agencies, like KDOC, and together hire trained staff to provide children in need with skills to be successful socially and academically. If the schools do not handle bad behavior in the classroom, it may fall to the KDOC, or other state agencies to handle, at a much greater financial and social cost. State agencies should begin collaborating with

educators to address insubordination in public schools, or they can continue passing the problem child on to the next agency.

Topics for Research

Faith-Inclusive Relationships and AEPs

Faith-inclusive relationships were not measured in this study but were a part of the AEP. Further research is needed to investigate the role of how religion affects relationships with high-risk youths in an AEP.

Re-integrating Expelled Students into Public Schools

During this study, it became clear that more attention should be given to help youths reintegrate into public schools after they have served their expulsion period. "When suspensions happen, however, many are recognizing that a plan is needed to reintegrate those students into their classroom or school once they do come back" (Amstutz, 2015). Often there are residual negative feelings between expelled students and school staff that should be dealt with before the student returns to school. These negative relationships, if not addressed properly, may continue to have adverse effects that hinder the student's academic success.

Summary

The Importance of Adult Relationships

One of the most promising findings was how relationships with adults, influenced the program participants. Rules, as necessary as they are, went only so far in curbing the behavior of the program participants. If not careful, rules alone can turn into power struggles between staff and student and become counterproductive (Marlowe & Hayden, 2012). Relationships with the staff seemed to give students an incentive to follow the

rules. In comparison, the students most difficult to work with were those unwilling to build relationships with the staff.

All three of the interviewees developed relationships with staff members that resembled more of a mentoring relationship. The female student needed a confidant with whom to talk through family issues. Her mother's release from prison after seven years was a difficult situation that she did not feel comfortable discussing with her sister. One of the male students developed a relationship with the director and was motivated to alter his behavior because he did not want to disappoint the director. The other male student went to a summer camp with the staff person he disliked at the beginning of the school year. Some studies on mentoring indicated, the influence of prosocial adults can reduce antisocial behavior (Nemzer, 2011).

The only prosocial individuals the students were in contact with during the school day while enrolled in the AEP were the adult staff and volunteers. Bandura suggested that elevating moral standards happened when an individual was exposed to a higher level of moral reasoning (Bandura, 1991). Making changes in behavior was difficult, regardless of age or socio-economic standing. People needed a reason to make better choices. Prosocial adults can exemplify the benefits of making good choices and challenge antisocial youths to consider making better choices for themselves.

The AEP staff was committed to deal with the same behavior that caused a student's expulsion from a public school. This commitment meant that it was not an option to expel students from the AEP. During the time data was collected, only two students were removed from the AEP and were not allowed to return. Regardless of how bad a student's behavior was, they were allowed to make amends and reparations

resulting from their bad conduct; students always had an opportunity to save face and apologize. The students who were removed from the program saw the redemptive philosophy of the AEP as weakness, something they could exploit, and their behavior escalated until they became a danger to themselves and the program participants. Being consistent with enforcing rules and disciplining students in a positive redemptive way was the goal of every interaction with students who broke the rules; intuition and creativity were imperative when deciding the best consequence for each situation.

If the consequences for a student's unruly behavior does not have an element of grace and mercy, then the redemptive aspect to discipline can be quashed. Some students attended the program believing they would not succeed since they had not succeeded in other schools. A few students used histrionics in attempts to get kicked out of the AEP. Responding to these type students in a redemptive fashion often has greater success than a punitive response. Holding students accountable for their actions and finding an appropriate consequence for their bad behavior is a significant tool to aids students in controlling their behavior. Reacting to students with forethought and calmness conveys that it is their behavior that is unacceptable, not them.

The Incentive to Change Students' Behavior

Powers wrote, "Children will be taught as those who control educational institutions wish them to be taught" (Powers, 1984, p. 142). Powers' statement is still true today. After working with troubled youth in an educational setting for the past four years, it became apparent that some children will not be taught because of those who control the educational institutions. Students with emotional behavioral disorders (EBD) and low-income students were more likely to be expelled from public schools. With the

guidelines for expulsions broadening to include a variety of behavioral issues, expulsions have been increasing in the U.S. In 2011-2012, the U.S. Department of Education reported just over three million students receiving out-of-school punishments. Based on Fabelo's thirty percent figure, one million of those students will become involved in the juvenile justice system. Those who control the educational institutions not only control what is taught but who is taught. Fabelo, et al., also suggested that for those who want to keep children out of the justice system and in school, changing a student's behavior should be the major focus (Fabelo et al., 2011). Therefore, the findings of Fabelo's study would suggest that the AEP in this study was successful in lowering the probability of program participants becoming involved in the juvenile justice system.

Understanding Expelled Students

Most of the students participating in the AEP were juvenile offenders. Some had been adjudicated or were waiting adjudication. The student population in the AEP was diverse, students may: (a) lack basic academic skills commensurate for their age, (b) have learning disabilities (c) be medicated for various emotional behavioral disorders, (d) be homeless, (e) lack coping skills and problem-solving skills, and (f) live in constant crisis. While it is impossible to understand every problem students may have, teachers should consider that for those students constantly causing problems; there is always a cause. Taylor, et al., suggested that there was "strong evidence that offenders use consistent and distinctive cognitive structures in handling socio-moral problems" (Taylor & Walker, 1997). Students were no different from adults in that adults behaved in a manner designed to get their needs met. Behavior issues for the AEP participants had many

causes. The list included the lack of moral reasoning, the lack of coping and problem-solving skills, and a limited vocabulary.

Peer Contagion

Studies showed peer-to-peer relationships can alter the behavior of youths; that change can be negative or positive. Current best practice policy as it pertains to juvenile treatment programs, was to separate high and moderate risk juveniles from no or low-risk juveniles. This was one of the conditions for the program used in this study. The KDOC grant stipulated that low-risk students could not participate in the AEP. Dishion, et al., suggested that peer contagion undermined or reduced the overall prevention effects (Dishion & Dodge, 2005). Although this study showed a significant statistical improvement in the students' behavior, this study also highlighted Dishion's conclusion. Having a room full of high-risk youths often led to students feeding off the other student's bad behavior. When program participants were (a) high-risk, (b) anti-social, (c) ego-centric, (d) lacked coping skills, and (e) lacked problem-solving skills, there was little, if any, positive effect on the peer-to-peer relationships. Based on the researcher's observations, placing all high-risk youths together in one program was counter-productive and iatrogenic. Therefore, this researcher is not convinced that expelling students from school is in the best interest of the students or the schools. Working with students in a classroom setting where the entire class is involved in the problem, solution, and the consequence could build community within the classroom. It would not only better serve the antisocial students but would expose prosocial students to real-life problem-solving skills.

The Redemptive Mindset

A punitive mindset was well established in our society. This mindset was apparent with some of the AEP volunteers. When students broke the rules, it was not uncommon for new volunteers to voice their opinion that the consequences were not punitive enough. When asking the volunteer what they would do differently, the answer was usually the same, "I don't know, but something more!" More than once, the director had to step in between an angry volunteer and student to abate the escalation of emotions and behavior. Some adults are easily offended when they do not receive the respect they feel they deserve. Adults demanding respect from the program students was an exercise in futility. Most adults who are in their lives were not dependable, in prison, selling drugs, running from law enforcement, prostitutes, addicted to drugs, and the list went on. Many students were left on their own to take care of themselves and their siblings because their parent was gone all night - or longer. The students' experience with adults has never given them a reason to respect adults. Adults working with expelled students must learn how to respect the students, even when the students did not respect them.

Holding youths accountable for their actions and being consistent when meting out consequences was vital when working with youths who rarely experienced a consistent, well thought out plan of discipline from their parents. Consequences should be part of a bigger picture, a well thought out plan and not a spontaneous reaction of an individual who has just been offended by a student. The cost of breaking the rules may consist of (a) a one-on-one meeting with the director, parents, case manager, or all three, (b) doing extra chores, (c) missing out on a planned school outing, or (d) apologizing to the class for their behavior. Being cursed at by students was an everyday occurrence

while working at the AEP. This behavior was unnatural for the new volunteers. The natural response of the volunteer was to react to the youth in a punitive way instead of using the situation to teach the insubordinate student. This form of retaliation was not necessarily the best teaching method when holding students accountable for their behavior.

Perspective matters when working with antisocial youths. A person must be in control of their emotions and not take what youths say personally. If a medic walked away from an injured soldier because the wounded soldier cursed at him, society would consider the medic derelict in his duty. Many of the students attending the AEP are injured; they are experiencing stress or crisis daily. Angry teens are often hurting teens; working with antisocial youth should reflect this knowledge.

Holding students accountable for their behavior was important, but if we hold them accountable without teaching them how to change their behavior, we may do more harm than good to the student. If a student does not know how to change their behavior, holding them accountable for their actions will eventually frustrate them. There are three things we need for change: (a) we must know that we have a problem, (b) we must know how to fix the problem, and (c) we must have a desire to fix the problem. If just one of these components is missing from the equation, change cannot happen. Being aware of the problem is only one step towards change; teachers must do all they can to walk the student through the remaining steps.

Working with Volunteers

Volunteers wanted to help; helping is was a part of our DNA. The AEP in this study, logged over 1000 volunteer hours each school year. If volunteers are to be helpful,

they must first understand the people they will be helping and how they can best assist them. Volunteers may have a broad range of preconceived ideas when they sign up to help. Often, volunteers may initially feel that they have special insight about the students that the staff does not have. Because of their difficult teen years, some volunteers may think they have a better understanding of the students than the staff does. Some volunteers tried to be best friends with the students and, in private, appeared to take sides with the students; this more than any other action undermined the authority of the staff.

A couple of African-American volunteers believed that the staff could not fully help the black students because the staff was not black. Other African-American volunteers were more critical of the black students than of non-black students. The minority volunteers mentioned that they were sometimes embarrassed by like minority students when the students misbehaved. The reality is that humans are alike in that we need to express love, receive love, and feel that we have significance. Most of our problems exist because we are trying to meet those needs in inappropriate ways, it is not the color of our skin. Helping volunteers to be their best may involve teaching them to look beyond social, economic and ethnic stereotypes to see students as individuals worthy of our help.

Conclusion

The purpose of this study was to examine whether students expelled from public schools can significantly improve their behavior while attending an alternative education program (AEP). Results from the quantitative data and the qualitative student interviews concurred with the personal observations of this researcher; all three sources indicated

that expelled students' behavior skills can be improved while in a classroom setting. This finding was significant since most expulsions in public schools are behavior related.

Students affected most by expulsions are low-income or those with learning disabilities. Research suggested that the most effective way to change a child's behavior was incrementally, over the life of a child. This researcher hypothesized that changing behavior should start in our elementary schools since a child's behavior is more malleable at younger ages. Emotional behavioral disorders are a handicap; whether this disability is the result of bad parenting or a chemical imbalance, it is still an issue affecting our communities.

School expulsions not only affected the expelled youths, but also the community in which they lived. Removing students from school can negatively affect their ability to develop socially and may leave them vulnerable to a life-cycle of social failure. Helping teens change their antisocial behavior could offer them opportunities that they might otherwise miss. The effects of expulsions on the students include falling behind academically, repeating a grade, or dropping out of school and never graduating. Estimates suggested that 30 percent of expelled students become involved in the judicial system. When youths become involved in the justice systems, it affects the entire family; parents miss work to attend juvenile court and accrue miscellaneous costs such as court-related fees or court-ordered counseling that creates additional financial burdens for low-income households. Parent and child relationships become strained as both parties blame each other for what has happened. Incarcerating teens can expose them, 24/7, to some of the worst juvenile offenders in the community, allowing unhealthy relationships to develop which can continue to have a pro-criminal influence in their lives long after they

are released. Juveniles entering the judicial system cost taxpayers millions of dollars annually; it cost states more money to incarcerate a juvenile than to educate one.

Sadly, the incentive to fix the problem of insubordination in our schools is outweighed by the lack of funds and a lack of knowledge. State legislators and school administrators are uninformed about the systemic problems caused by expulsions and therefore offer no guidance in fixing this problem. One last consideration. The Department of Corrections, in every state, have a vested interest in reducing juvenile involvement in the justice system. Collaboration with the department of corrections and state educators could be a powerful team; sharing funds and information could aid in abating the school to prison pipeline.

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APPENDIX A: DEPARTMENT OF CORRECTIONS OUTCOMES

Youth for Christ – McAdams Academy

Alternative education program for expelled or suspended youth

<hr>

Goal to serve: 30   Served to Date:

Quarter 1	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June	Year to Date

Contractually Set Outcome Measures:

1) 85% of youth will identify at least one individualized goal and work towards achieving that goal during program participation, as measure by program records.

Quarter 1	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June	Year to Date

NOTES: _____

75% of youth will progressively increase their individualized score on the behavioral rating scale on the youth's educational and goal plan.

Quarter 1	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June	Year to Date

NOTES: _____

80% of participating youth will not receive an intake (aka arrest) during the program participation, as measured by JIAC records.

Quarter 1	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June	Year to Date

NOTES: _____

2) 70% of youth successfully completing will not receive an intake (aka arrest) six months after program completion, as measured by JIAC records.

Quarter 1	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June	Year to Date

NOTES: _____

3) At least 70% of the youth's responsible support network will participate in at least one family engagement activity during their youth's participation, as measured by activity attendance records. **May be only measured in the last quarter.

Quarter 1	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June	Year to Date

NOTES: _____

4) 75% of youth's responsible support network will indicate a positive response to the information and assistance they needed to assist their youth during program participation, as measure by an exit survey. **Will be measured as they complete the program.

Quarter 1	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June	Year to Date

NOTES: _____

5) McAdam's Academy will engage the community in this program by obtaining at least 20 hours a quarter of volunteerism by community members. This will be documented in a volunteer log.

Quarter 1	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June	Year to Date

NOTES: _____

APPENDIX B: STUDENT INTERVIEW QUESTIONS

About McAdams

1. How did you hear about McAdams?

2. What did you know about McAdams Academy before you attended?

3. After the intake, how did you think Mc was going to benefit/help you?

4. Why did you decide to attend McAdams?

5. What were some of your first thoughts about McAdams when you started attending?

6. Can you describe the difference between McAdams and public schools?

7. Could you explain a typical day at McAdams?

8. How does a typical day at McAdams compare or is different from the last public

school you attended?

9. What was the most difficult thing about coming to McAdams?

About staff/Adults Relationship

10. How did the staff treat/help you?

11. Did feel that the McAdams staff cares about you? Could you trust them?

12. Can you describe the difference between McAdams staff/classroom and public

school staff/classroom?

13. Do you feel like you respected the staff?

14. How did the staff differ from public school staff?

15. In what ways did you feel respected by Mc staff?

Adaptive/Task Questions

16. How did the rules affect you?

17. Were the rules hard to follow/obey?

18. Were there more rules in McAdams than at the last school you attended?

19. What were the most difficult rules to follow while at McAdams?

20. What did you think or how did it make you feel like when the staff told you to follow rules?

21. Describe your behavior during school?

22. Did you support the staff?

23. Do you think you showed the staff that you respected them? How?

Self-Management Questions

24. How did you handle stressful times at McAdams?

25. What type of challenging experiences did you have in the classroom?

26. Did you trust that the staff was on your side or against you?

27. Why did you feel that way?

28. What goals did you want to accomplish while at McAdams?

29. Were you able to meet your goals while attending McAdams?

30. Why or why not?

Communication Questions

31. Is it easy for you to ask questions/communicate with adults?

     Why?

32. How did you get staff/teachers to respond/help you?

33. How did you show that you are accepting of others?

34. Did you feel that you influenced classmates in a positive way?

     How did you do that?

     Why couldn't you influence classmates?

35. How did you show your classmates that you respected them?

Personal Questions

36. What was the most helpful thing staff helped you with during McAdams?

37. How did you convey to staff that you were angry, discouraged or upset?

38. How did you communicate to staff/teachers that you needed space?

39. How did you communicate to peers that you needed space?

Success Questions

40. What are some goals/ What are realistic goals for you?

41. What things did you learn at McAdams?

42. Did you feel that you follow directions well from teachers?

43. In what ways was McAdams helpful?

44. How well do you think you did at McAdams?

45. Do you think you succeeded or failed the McAdams program?

Why? Why not?

APPENDIX C: PARENTAL CONSENT FORM

PERMISSION FOR SON/DAUGHTER TO PARTICIPATE IN A RESEARCH STUDY

Project: McAdams Academy

Youth Interview: Qualitative Data Collection

Interviewer: Chuck Knowles

Phone Number: (316) 393-7411

Dear Parent or Guardian:

I am conducting a research project on how McAdams Academy, an Alternative Learning

Program (ALP) has impacted participants of the program. To determine the impact of

this program, I am requesting permission for your son/daughter to participate in a short,

in-person interview. Youth participating in this interview will be asked questions about

what types of daily activities they take part in, how they view the program, what they like

and dislike about the program, and what impact they feel the program has made.

The questions will be explained in terms that your son/daughter can understand, and your

teen will participate only if he or she is willing to do so. I will conduct taped interviews,

and all participants will remain anonymous, and no names or identifying personal

information will be included in any published study results. Participation in this study is

voluntary. Your decision whether or not to allow your son/daughter to participate will not

affect the services that students are usually provided by McAdams Academy. At the

conclusion of the study, a summary of the research results will be made available to all

interested parents and teachers. Should you have any questions or desire further information, please call me at (316) 393-7411 or email me at chuckknowles@gmail.com

There are two copies of this letter. After signing them, keep one copy for your records and return the other one to your son/daughter's school. Thank you in advance for your cooperation and support.

Sincerely,

Chuck Knowles

This study has been reviewed and approved by the Institutional Review Board at Oxford Graduate School. You may contact the IRB if you have questions or concerns about your teen's rights as a research participant at (423) 775-6596.

Please indicate whether or not you wish to have your son/daughter participate in this project below. Please also print your teen's name in the space provided. After signing your name, return this sheet to McAdams Academy to Chuck Knowles.

__ I DO grant permission for my son/daughter to participate in the research project.

__ I DO NOT grant permission for my son/daughter to participate in the research project.

(Parent/Guardian Signature)

_____Date:_____

Teen's Name (Please Print) _____

APPENDIX D: MCADAMS BEHAVIOR MEASUREMENT TOOL

Students Name: Age:

Baseline start date: 8 Week start date:

Evaluator:

Measurement Explanation

The student's behavior is evaluated during their first two weeks of attending McAdams Academy using the student goals list to establish a baseline measurement in four categories. After the two-week evaluation is completed and scores and percentages are recorded on the Student Behavior Summary the student will be re-evaluated eight weeks later using the same measurement used to determine their baseline measurement. The larger the total amount in each category suggests the amount of the student's progress in those respective categories. The behaviors measured fall into four categories: Adaptive/Tasks, Self-Management, Communication, and Personal.

Definition of Levels

Level 3: Skills typically mastered by very young children

Level 2: Skills typically mastered by elementary children

Level 1: Skills typically mastered by adolescents and young adults

Scoring

1 = negative behavior is noticeably dominant and positive behavior is less noticeable
2 = negative behavior is still noticeable while positive behavior is becoming more frequent
3 = positive behavior is becoming dominant and negative behavior is becoming less frequent
4 = positive behavior is noticeably dominant and negative behavior is less noticeable

Student Behavior Summary

Accumulative Behavior Scores	Baseline	8 Week	Percentage Change
Average of all level 3	0	0	#DIV/0!
Average of all level 2	0	0	#DIV/0!
Average of all level 1	0	0	#DIV/0!
Average of all levels	0	0	#DIV/0!

Adaptive/Task	Baseline	8 Week	Percentage Change
Level 3	0	0	#DIV/0!
Level 2	0	0	#DIV/0!
Level 1	0	0	#DIV/0!
Adaptive/ Task average	0	0	#DIV/0!

Self-Management	Baseline	8 Week	Percentage Change
Level 3	0	0	#DIV/0!
Level 2	0	0	#DIV/0!
Level 1	0	0	#DIV/0!
Self-Management average	0	0	#DIV/0!

Communication	Baseline	8 Week	Percentage Change
Level 3	0	0	#DIV/0!
Level 2	0	0	#DIV/0!
Level 1	0	0	#DIV/0!
Communication average	0	0	#DIV/0!

Personal	Baseline	8 Week	Percentage Change
Level 3	0	0	#DIV/0!
Level 2	0	0	#DIV/0!
Level 1	0	0	#DIV/0!
Personal average	0	0	#DIV/0!

Adaptive and Task Oriented Behavior
Definition: The student demonstrates appropriate behaviors in response to routine expectations and rules and modifies behavior appropriately in response to new situations and circumstances, and engages in learning tasks and activities assigned by staff.

Level 3 Goals

1. The student will attend school every day.

Week	Monday	Tuesday	Wednesday	Thursday	Friday		
1st	0	0	0	0	0	2 week average	0
2nd	0	0	0	0	0	8 week score	0

2. The student will participate in all school activities.

Week	Monday	Tuesday	Wednesday	Thursday	Friday		
1st	0	0	0	0	0	2 week average	0
2nd	0	0	0	0	0	8 week score	0

3. The student will seek and accept adult assistance.

Week	Monday	Tuesday	Wednesday	Thursday	Friday		
1st	0	0	0	0	0	2 week average	0
2nd	0	0	0	0	0	8 week score	0

Totals Level 3   **Baseline**   0   **8 Week**   0

Level 2 Goals

1. The student will follow written instructions for academic assignments.

Week	Monday	Tuesday	Wednesday	Thursday	Friday		
1st	0	0	0	0	0	2 week average	0
2nd	0	0	0	0	0	8 week score	0

2. The student will contribute to group success by following group rules and responsibilities.

Week	Monday	Tuesday	Wednesday	Thursday	Friday		
1st	0	0	0	0	0	2 week average	0
2nd	0	0	0	0	0	8 week score	0

3. The student will accept instructions and follow directions from different teachers.

Week	Monday	Tuesday	Wednesday	Thursday	Friday		
1st	0	0	0	0	0	2 week average	0
2nd	0	0	0	0	0	8 week score	0

Totals Level 2 **Baseline** 0 **8 Week** 0

<u>Level 1 Goals</u>

1. The student will follow known rules and respect new authority figures without continuous supervision.

Week	Monday	Tuesday	Wednesday	Thursday	Friday		
1st	0	0	0	0	0	2 week average	0
2nd	0	0	0	0	0	8 week score	0

2. The student will routinely work on and complete assignments with passing scores.

Week	Monday	Tuesday	Wednesday	Thursday	Friday		
1st	0	0	0	0	0	2 week average	0
2nd	0	0	0	0	0	8 week score	0

3. The student will be prepared and come to class with appropriate materials.

Week	Monday	Tuesday	Wednesday	Thursday	Friday		
1st	0	0	0	0	0	2 week average	0
2nd	0	0	0	0	0	8 week score	0

Totals Level 1 **Baseline** **0** **8 Week** **0**

Adaptive and Task Oriented Behavior average of all levels.
Baseline **0** **8 Week** **0**

Self-Management Behavior

Definition: The student demonstrates the skills that enable him/her to respond to challenging experiences with self-control and seeks to be successful.

Level 3 Goals

1. The student will ask for and accept input/feedback from adult.

Week	Monday	Tuesday	Wednesday	Thursday	Friday		
1st	0	0	0	0	0	2 week average	0
2nd	0	0	0	0	0	8 week score	0

2. The student will differentiate between intentional and unintentional acts and accept responsibility for own behaviors.

Week	Monday	Tuesday	Wednesday	Thursday	Friday		
1st	0	0	0	0	0	2 week average	0
2nd	0	0	0	0	0	8 week score	0

3. The student will demonstrate a developing trust with selected adults.

Week	Monday	Tuesday	Wednesday	Thursday	Friday		
1st	0	0	0	0	0	2 week average	0
2nd	0	0	0	0	0	8 week score	0

Totals Level 3   Baseline   0   8 Week   0

Level 2 Goals

1. The student will demonstrate the ability to view situations from another person's perspective.

Week	Monday	Tuesday	Wednesday	Thursday	Friday		
1st	0	0	0	0	0	2 week average	0
2nd	0	0	0	0	0	8 week score	0

2. The student will verbally demonstrate knowledge of the relationships between feelings, behaviors, and consequences.

Week	Monday	Tuesday	Wednesday	Thursday	Friday		
1st	0	0	0	0	0	2 week average	0
2nd	0	0	0	0	0	8 week score	0

3. The student will verbally demonstrate knowledge or ability to clarify personal expectations of others.

Week	Monday	Tuesday	Wednesday	Thursday	Friday		
1st	0	0	0	0	0	2 week average	0
2nd	0	0	0	0	0	8 week score	0

Totals Level 2   Baseline   0   8 Week   0

Level 1 Goals

1. The student will demonstrate basic problem-solving skills and effectively manage personal affairs, expectations for self.

Week	Monday	Tuesday	Wednesday	Thursday	Friday		
1st	0	0	0	0	0	2 week average	0
2nd	0	0	0	0	0	8 week score	0

2. The student will demonstrate an understanding of personal goals and the ability to formulate realistic consequences.

Week	Monday	Tuesday	Wednesday	Thursday	Friday		
1st	0	0	0	0	0	2 week average	0
2nd	0	0	0	0	0	8 week score	0

3. The student will assert personal needs and feelings while respecting the feelings and rights of others.

Week	Monday	Tuesday	Wednesday	Thursday	Friday		
1st	0	0	0	0	0	2 week average	0
2nd	0	0	0	0	0	8 week score	0

Totals Level 1 **Baseline** **0** **8 Week** **0**

Self-Management Behavior average of all levels.
Baseline **0** **8 Week** **0**

Communication Behavior

Definition: The student demonstrates the verbal and nonverbal skills that enable him/her to appropriately meet his/her own needs and to affect others in positive ways.

Level 3 Goals

1. The student will use verbal language to get adults to respond to personal needs and wishes.

Week	Monday	Tuesday	Wednesday	Thursday	Friday		
1st	0	0	0	0	0	2 week average	0
2nd	0	0	0	0	0	8 week score	0

2. The student will use words and behaviors to affect others in positive and appropriate ways.

Week	Monday	Tuesday	Wednesday	Thursday	Friday		
1st	0	0	0	0	0	2 week average	0
2nd	0	0	0	0	0	8 week score	0

3. The student uses appropriate volume and tone when communicating to others.

Week	Monday	Tuesday	Wednesday	Thursday	Friday		
1st	0	0	0	0	0	2 week average	0
2nd	0	0	0	0	0	8 week score	0

Totals Level 3   **Baseline**   **0**   **8 Week**   **0**

Level 2 Goals

1. The student will demonstrate knowledge of individuals' differences and how individuals' behavior contribute to or interfere with personal and group success.

Week	Monday	Tuesday	Wednesday	Thursday	Friday		
1st	0	0	0	0	0	2 week average	0
2nd	0	0	0	0	0	8 week score	0

2. The student will use words and behaviors to show an understanding of basic social rules for constructive interactions.

Week	Monday	Tuesday	Wednesday	Thursday	Friday		
1st	0	0	0	0	0	2 week average	0
2nd	0	0	0	0	0	8 week score	0

3. The student will demonstrate the ability to listen to others without interrupting.

Week	Monday	Tuesday	Wednesday	Thursday	Friday		
1st	0	0	0	0	0	2 week average	0
2nd	0	0	0	0	0	8 week score	0

Totals Level 2   **Baseline**   **0**   **8 Week**   **0**

Level 1 Goals

1. The student will use words to establish and/or enrich social relationships, independent of adult structure.

Week	Monday	Tuesday	Wednesday	Thursday	Friday		
1st	0	0	0	0	0	2 week average	0
2nd	0	0	0	0	0	8 week score	0

2. The student will demonstrate ability to appropriately express personal opinions and needs and to recognize those communicated by others.

Week	Monday	Tuesday	Wednesday	Thursday	Friday		
1st	0	0	0	0	0	2 week average	0
2nd	0	0	0	0	0	8 week score	0

3. The student will show ability to problem solve with peers without adult supervision.

Week	Monday	Tuesday	Wednesday	Thursday	Friday		
1st	0	0	0	0	0	2 week average	0
2nd	0	0	0	0	0	8 week score	0

Totals Level 1   **Baseline**   **0**   **8 Week**   **0**

Communication Behavior average of all levels.
Baseline   **0**   **8 Week**   **0**

Personal Behavior

Definition: The student engages in dialog with an adult, permitting the adult to assist the student in resolving personal issues, developing personal skills and developing a sense of self-worth.

<u>Level 3 Goals</u>

1. The student will attend to and accept input/feedback from an adult.

Week	Monday	Tuesday	Wednesday	Thursday	Friday		
1st	0	0	0	0	0	2 week average	0
2nd	0	0	0	0	0	8 week score	0

2. The student will demonstrate a developing trust with selected adults by responding appropriately to help that is offered.

Week	Monday	Tuesday	Wednesday	Thursday	Friday		
1st	0	0	0	0	0	2 week average	0
2nd	0	0	0	0	0	8 week score	0

3. The student will accurately label personal feelings to an adult.

Week	Monday	Tuesday	Wednesday	Thursday	Friday		
1st	0	0	0	0	0	2 week average	0
2nd	0	0	0	0	0	8 week score	0

Totals Level 3   **Baseline**   **0**   **8 Week**   **0**

<u>Level 2 Goals</u>

1. The student will verbally demonstrate knowledge of the relationship among feelings, behaviors, and consequences.

Week	Monday	Tuesday	Wednesday	Thursday	Friday		
1st	0	0	0	0	0	2 week average	0
2nd	0	0	0	0	0	8 week score	0

2. The student will verbally demonstrate knowledge or ability to clarify personal expectations of others.

Week	Monday	Tuesday	Wednesday	Thursday	Friday		
1st	0	0	0	0	0	2 week average	0
2nd	0	0	0	0	0	8 week score	0

Week	Monday	Tuesday	Wednesday	Thursday	Friday		
1st	0	0	0	0	0	2 week average	0
2nd	0	0	0	0	0	8 week score	0

Totals Level 2   **Baseline**   **0**   **8 Week**   **0**

Level 1 Goals

1. The student will compare different values and clarify personal priorities.

Week	Monday	Tuesday	Wednesday	Thursday	Friday
1st	0	0	0	0	0
2nd	0	0	0	0	0

2 week average   0
8 week score   0

2. The student will develop realistic personal expectations.

Week	Monday	Tuesday	Wednesday	Thursday	Friday
1st	0	0	0	0	0
2nd	0	0	0	0	0

2 week average   0
8 week score   0

3. The student will assert personal needs and feelings while respecting the rights of others.

Week	Monday	Tuesday	Wednesday	Thursday	Friday
1st	0	0	0	0	0
2nd	0	0	0	0	0

2 week average   0
8 week score   0

Totals Level 1   **Baseline**   **0**   **8 Week**   **0**

Personal Behavior average of all levels
Baseline   **0**   **8 Week**   **0**

APPENDIX E: BRIEF SCREEN

Brief Screen

Name

First: **Last:**   **Age:**   **Date:**

Have you been arrested?

Have you been involved with the Juvenile Justice System?

Low Risk Youth - Total score is 10 or lower and has no item with a 3.

Moderate Risk Youth - Total score is 3-19 and may have up to three items with a 3.

High Risk Youth - Total score is 12-22 and has four to six items with a 3.

Very High Risk Youth - Total score is 21-24, with seven or eight items with a 3.

Interpreting the results

Items with a score of 3 are a clear indication of a criminogenic risk/need that affords an

opportunity to reduce future delinquency. Scores of 2 also indicate such risk/need areas,

with less intensity. Plans to assist youth should clearly address these high risk areas.

Total Score: _____   Number of areas with a score of 3: _____

History of Antisocial Behavior

0 - This is their first arrest for a K.S.A. offense, status offense, or traffic.

1 - One prior, minor K.S.A. offense that resulted in arrest, or multiple status or traffic

arrests.

2 - One prior K.S.A. offense, or multiple status or traffic offenses, that occurred prior to

age 14.

3 - More than one prior arrest for a K.S.A. offense.

School and or work situation

0 - Attends school and has a good record of attendance, and gets good grades.

1 - Attends school but has minor or isolated problems with peers, teachers or classes (attendance or poor grades).

2 - Attends school but has important behavior problems, and/or skips school often, and/or is failing some classes. Has significant, negative relationships with peers and/or teachers.

3 - Is failing all classes, or is not enrolled in or attending school. If not attending school (dropped/expelled), does not currently have a job, or cannot get/keep a job.

Leisure and recreation activities

0 - Describes and participates in pro-social, organized activities.

1 - Describes some interests, but spends little time engaged in pro-social, organized activities.

2 - Has low interest in pro-social activities and/or spends most leisure time loitering.

3 - Has no interest in any pro-social, organized activity and/or engages in criminal activity during leisure time.

Peer Relationships

0 - Has normally socialized friends, enjoys normal social outlets.

1 - Has few friends, is isolated from pro-social people.

2 - Has friends involved in delinquent behavior.

3 - Has friends involved in delinquent behavior, and joins them in such acts

Family Circumstances

0 - Gets along with family and parents and receives support from them.

1 - Experiences minor conflicts with parents and/or siblings, able to resolve most conflicts.

2 - Describes ongoing conflicts with some members of the family, but gets along with others.

3 - Describes ongoing conflict with all members of the family.

Substance Abuse

0 - Either has not initiated any drug/alcohol use, or has no more than single use.

1 - Has experimented with illegal drugs (including alcohol) on a limited basis, some current, infrequent use.

2 - Has a casual, ongoing, frequent (maybe weekly) use of illegal drugs (including alcohol), or has a significant history of drug use, but no longer uses.

3 - Has a current, ongoing substance abuse problem (almost daily use), which disrupts life areas, including drug-related arrests.

Antisocial Personality Traits

0 - No out of control behavior or problems associated with high risk behaviors.

1 - Minor problems with thrill-seeking behavior and/or out-of-control behavior.

2 - Engages in some risky behaviors and/or demonstrates some aggression.

3 - Derives pleasure from criminal behavior.

Antisocial Thinking

0 - Recognizes appropriate attitudes and behaviors related to lawful acts.

1 - Offers minor rationalizations for behavior, but takes responsibility for acts.

2 - Offers justifications of anger and resentment, based on the acts of others.

3 - Is angry and defiant and takes no responsibility for his/her actions.

APPENDIX F: REPEATED MEASURES

Adaptive/Tasks Repeated Measures

Adaptive/Task
Repeated Measures Analysis Summary

Repeated measures are REP1 and REP2.
Sign Test Results

Number of negative signs = 24
Number of positive signs = 1
Number of samples with differences > 0 = 25

Using the Sign Test table lookup, p <= .01 (Two-tailed)

Wilcoxon's Signed Rank Test Results

Sum of the positive ranks = 6.
Sum of the negative ranks = 319.
Number of samples = 25

Using the normal approximation, z = -4.2109 p = . (Two-tailed)

Self-Management Repeated Measures

Self-Management
Repeated Measures Analysis Summary

Repeated measures are REP1 and REP2.
Sign Test Results

Number of negative signs = 1
Number of positive signs = 25
Number of samples with differences > 0 = 26

Using the Sign Test table lookup, $p <= .01$ (Two-tailed)

Wilcoxon's Signed Rank Test Results

Sum of the positive ranks = 350.5
Sum of the negative ranks = 1.
Number of samples = 26

Using the normal approximation, $z = -4.4319$ $p < 0.001$ (Two-tailed)

Communication Repeated Measures

Communication
Repeated Measures Analysis Summary
_____

Repeated measures are REP1 and REP2.
Sign Test Results
_____

Number of negative signs = 0
Number of positive signs = 27
Number of samples with differences > 0 = 27

Using the Sign Test table lookup, p <= .01 (Two-tailed)

Wilcoxon's Signed Rank Test Results
_____

Sum of the positive ranks = 378.
Sum of the negative ranks = 0.
Number of samples = 27

Using the normal approximation, z = -4.5407 p < 0.001 (Two-tailed)

Personal Repeated Measures

Personal
Repeated Measures Analysis Summary

───

Repeated measures are REP1 and REP2.
Sign Test Results

──

Number of negative signs = 0
Number of positive signs = 27
Number of samples with differences > 0 = 27

Using the Sign Test table lookup, p <= .01 (Two-tailed)

Wilcoxon's Signed Rank Test Results

──

Sum of the positive ranks = 378.
Sum of the negative ranks = 0.
Number of samples = 27

Using the normal approximation, z = -4.5407 p < 0.001 (Two-tailed)

APPENDIX G: RAW DATA FROM MCADAMS BEHAVIOR MEASUREMENT

Adaptive/Task Data

Adaptive and Task Level 3 Goals	Q1 2 Week	Q1 8 Week	Q2 2 Week	Q2 8 Week	Q3 2 Week	Q3 8 Week	Level 2 Goals	Q1 2 Week	Q1 8 Week	Q2 2 Week	Q2 8 Week	Q3 2 Week	Q3 8 Week	Level 1 Goals	Q1 2 Week	Q1 8 Week	Q2 2 Week	Q2 8 Week	Q3 2 Week	Q3 8 Week
Students																				
S4	4	3	2	2	1	1		1	2	1	1	1	2		1	1	1	1	4	4
S5	3.9	1	3.5	2	1.5	3		2.5	3	3.1	3	3	3		1.3	2	2.4	3	4	4
S6	4	4	4	4	2.4	3		4	4	2	3	2.5	3		3	3	4	4	4	4
S7	3	2	1.2	2	1	2		1	1	1.3	2	1	2		1.1	1	1	2	4	4
S8	3	3	3	2	2	2		2	3	2.5	2	2.5	2		2	2	2	3	4	4
S9	2	2	1	2	1	2		1	1	1	1	1	2		1	2	1	1	4	4
S10	4	4	4	4	2.6	3		1.5	1	1.2	1	1.3	3		1.3	2	1.4	3	4	4
S11	3	3	3	3	3	3		2	2	2	2	3	3		3	3	1	1	2.5	3
S12	4	4	2.9	3	2.3	3		2.1	2	2.2	2	2	2		2	2	1	1	4	4
S13	2.8	2	1.3	2	3.4	4		2.3	3	1.2	3	3	3		1.4	2	1.3	2	4	4
S14	3.6	4	3	3	2.2	3		2.2	3	2.7	3	2.9	3		3	3	2	2	4	4
S15	3.2	4	2.1	4	1.6	3		1.2	3	2	4	1	3		2.2	4	1	4	4	4
S16	4	4	1	3	1	2		1	1	1	2	1	2		1	2	1	1	4	4
S17	4	4	2	4	1	4		2	3	1	2	2	4		2	4	1.5	4	4	4
S18	3	3	1.6	2	2.3	3		1.6	2	1.7	2	1.6	2		1	2	1.6	3	4	4
S19	4	3	2	2	1	1		1	1	1	2	1	2		1	1	1	1	4	4
S20	4	3	3	4	2	3		3	3	3	4	2.4	3		3	3	3	3	4	4
S21	4	4	4	4	3.5	4		4	4	3.4	4	4	4		3	3	4	4	4	4
S22	4	4	2.7	3	3	3		3	3	2	3	3	3		2	3		2	4	4
S23	3	3	2.8	3	1.9	3		1.3	2	1.4	2	1.2	2		1.5	2	1.2	2	4	4
S24	1	3	2.8	4	3.5	4		1.3	1	1.7	2	2.7	3		2.7	3	1	2	4	4
S25	4	4	4	4	4	4		4	4	4	4	4	4		4	4	4	4	4	4
S26	3	3	2	2	2	3		1.3	3	1.2	3	1.1	3		2	3	2	3	4	4
S27	2.2	3	3	3	1.5	3		1	2	2	2	1	2		2	2	1	1	4	4
S2	3	4	1	3	1	3		1	2	1	2	1	2		1	2	1	2	4	4
S1	4	4	2.8	3	3	3		1	2	1	2	1.7	3		2	3	2	2	4	4
S3	4	4	2.5	4	3	4		1.3	2	1.2	3	2.4	3		1	3	1.2	2	4	4

Self-Management Data

Self-Management Level 3 Goals	Q1 2 Week	Q1 8 Week	Q2 2 Week	Q2 8 Week	Q3 2 Week	Q3 8 Week	Level 2 Goals	Q1 2 Week	Q1 8 Week	Q2 2 Week	Q2 8 Week	Q3 2 Week	Q3 8 Week	Level 1 Goals	Q1 2 Week	Q1 8 Week	Q2 2 Week	Q2 8 Week	Q3 2 Week	Q3 8 Week
Students																				
S4	1	2	1	1	1	2		1	1	1	1	1	1		1	1	1	1	1	1
S5	2.6	3	1.2	3	3	3		1.2	2	1.7	2	1.1	2		1	2	1	2	1.1	2
S6	2.7	3	1.2	3	1	3		1	2	1	1	1	1		2	3	1.8	2	1	1
S7	1	1	1	2	1.3	2		1	2	1	2	1	1		1	2	1	1	1	2
S8	2	2	1	1	1.1	1		1	1	1	1	1	1		1	1	1	1	1	1
S9	1	1	1	1	1	2		1	1	1	1	1	1		1	1	1	1	1	1
S10	2.1	3	1.9	3	2.7	4		2.8	3	1.1	1	1.6	2		2.4	2	1.2	1	2.7	3
S11	3	3	2	2	3	3		2	2	2	2	2	2		1	1	1	1	1	1
S12	1	1	1.3	2	2.6	3		1.5	2	1.2	1	1	1		1	1	1	1	2	2
S13	2.4	3	3	3	1.5	3		1.2	2	2	2	2	2		1	2	1	1	1.6	2
S14	1.6	2	2	3	2	3		2.1	3	1.2	2	1	1		2	2	1	1	2	2
S15	1.2	3	2	3	1.7	3		1	2	1	2	1.1	2		1	2	1	2	1.7	2
S16	1	2	1	3	1	3		1	1	1	2	1	1		1	1	1	1	1	1
S17	1	4	1	3	1.5	4		1	3	1	2	1	2		1	3	1	1	1	2
S18	1.2	2	1.1	2	1.2	3		1	2	1	2	1	1		1.1	2	2.3	3	2.5	3
S19	1	2	1	2	1	2		1	1	1	1	1	2		1	1	1	1	1	1
S20	1.7	2	1.8	3	2	3		2	3	1	2	1	2		2	2	2	2	2.9	3
S21	3	4	2.6	3	2	4		1	3	1.4	2	2	2		2	3	2	3	2	3
S22	1.4	2	1	2	1	2		1.6	2	1	2	1	2		1.1	2	2	2	1	1
S23	1.3	2	1.4	2	2	3		1.4	2	1.5	2	1.2	2		2	3	1	1	1.1	1
S24	1.9	2	2	2	2.3	3		1.1	2	1	1	1	1		1.6	2	1	1	2.3	3
S25	4	4	4	4	4	4		4	4	4	4	4	4		3	4	3	4	4	4
S26	1.5	3	1	3	1	3		1	2	1	3	1	2		1	2	1	2	1	2
S27	1.4	3	2	3	1	3		2	2	2	3	2	2		3	3	2	2	3	3
S2	1	2	1	1	1.2	2		1	1	1.3	2	1	2		1	1	1	1	1	1
S1	2	3	2	3	2	3		2	3	1	2	1	3		1	2	1	2	1.5	3
S3	1	2	2.5	3	1	4		1.1	2	1.3	2	1	2		1	2	1	1	1.3	2

Communication Data

Communication Level 3 Goals	Q1 2 Week	Q1 8 Week	Q2 2 Week	Q2 8 Week	Q3 2 Week	Q3 8 Week	Level 2 Goals	Q1 2 Week	Q1 8 Week	Q2 2 Week	Q2 8 Week	Q3 2 Week	Q3 8 Week	Level 1 Goals	Q1 2 Week	Q1 8 Week	Q2 2 Week	Q2 8 Week	Q3 2 Week	Q3 8 Week
Students																				
S4	1	1	1	1	1	1		1	1	1	2	1	1		1	1	1	1	1	1
S5	1.9	3	2	2	2.4	3		1	1	1.1	1	1	1		1.4	2	1.5	2	1.1	2
S6	1	2	1	1	2.1	3		1	2	1	3	3	3		2	3	1.6	2	2	3
S7	1	2	1	1	1	2		2	2	1	1	1	1		1	1	1	2	1	1
S8	1	2	1	1	1.2	2		1	1	2	2	2	2		1.5	2	1	1	1	1
S9	1	1	1	1	1	1		1	1	1	1	1	2		1	1	1	1	1	1
S10	2.6	3	2.9	3	3	3		2.1	3	1.6	3	1	2		1	2	1.7	2	1.2	2
S11	1	2	1	1	1	2		1	1	1	2	1	2		2	2	2	2	1	1
S12	2	2	2	2	1	1		1	1	2	2	2.7	3		2	2	3	3	3	3
S13	2	3	2	2	3.6	4		1	1	2.8	3	1.6	2		3	3	2.7	3	2	2
S14	1.3	2	2	2	3	3		2	2	1	2	2	2		1	1	1.1	2	2	2
S15	1.2	2	2	3	3	3		1.5	2	1.5	2	2	3		2	3	1.4	2	2.5	3
S16	1	2	1	1	1	2		1	2	1	2	1	2		1	1	1	1	2	2
S17	1.1	3	1	3	3	3		1.1	2	2	3	4	4		2	3	2	3	2.2	3
S18	1.5	2	1.4	2	3	3		1	2	1.1	2	1.1	2		1	1	1	1	1	3
S19	3	3	1	1	4	4		1	2	1	1	2	2		3	3	2	2	1	1
S20	3	3	3	1	3	3		2	3	2	2	3	3		2.5	3	1.1	3	3	3
S21	3	4	2.5	4	3.5	4		2	4	2.3	4	1.6	2		3	4	2	3	2	3
S22	1	2	1	1	3	3		1	2	1	2	1	2		3	3	2	3	2	2
S23	2	2	2	2	2.6	3		1	1	1.2	2	2.2	2		1.1	2	1	2	1	1
S24	2.8	3	2	3	3	3		2	2	1.3	2	1	2		1.8	2	2	3	1.4	2
S25	3	4	3	3	4	4		4	4	4	4	4	4		4	4	4	4	2	3
S26	1	2	1	2	2	3		1	2	1	2	1.5	3		2	2	1	3	1	2
S27	1.3	3	1.2	2	2	3		2	2	2	3	3	2		2	2	2.2	3	2	2
S2	1	2	1	2	2.4	3		1	2	1.5	2	1	2		1	2	1	2	1.5	2
S1	2	2	2	3	1.3	3		1	2	1.6	3	1	3		1	2	1	2	1	2
S3	1	2	1.4	2	1.1	1		1	1	1	2	1	2		1	2	1	2	1.1	2

Personal Data

Personal Level 3 Goals	Q1 2 Week	Q1 8 Week	Q2 2 Week	Q2 8 Week	Q3 2 Week	Q3 8 Week	Level 2 Goals	Q1 2 Week	Q1 8 Week	Q2 2 Week	Q2 8 Week	Q3 2 Week	Q3 8 Week	Level 1 Goals	Q1 2 Week	Q1 8 Week	Q2 2 Week	Q2 8 Week	Q3 2 Week	Q3 8 Week
Students																				
S4	1	1	1	3	1	1		1	1	1	1	1	1		1	1	1	1	1	1
S5	1	2	2.5	3	1.6	2		1.5	2	1	1	1	1		1.2	1	1	2	1.8	2
S6	2	3	1	3	1	1		1.1	2	1	1	1	2		1.1	2	2	2	1	2
S7	1.2	2	1.3	2	1	2		1	2	1	1	1	1		1.1	2	1	1	1	2
S8	1.5	2	2	2	1	1		1	1	1	2	1	1		1	1	1	1	1	1
S9	1	2	1	2	1	1		1	1	1	1	1	1		1	1	1	1	1	1
S10	2.6	3	2.8	3	2.5	3		1.8	2	2.6	3	2.7	3		1.3	3	1	2	2.4	3
S11	1	2	3	3	1	1		1	2	1	1	2	2		1	1	1	1	2	2
S12	1.1	2	2.2	3	2	2		1	1	1	1	1	1		2	2	1.2	1	1.2	1
S13	2.1	3	2	3	1	2		2	2	2	3	2.3	3		1.1	2	1	1	1.5	2
S14	2	3	1	3	1	1		1.2	2	1.3	2	2	2		1	2	1	2	2	3
S15	1.8	3	1	3	1	3		1	2	1.2	2	1.1	2		1.5	2	1	3	2	3
S16	1	2	1	3	2	2		1	1	1	1	1	1		1	1	1	1	1	1
S17	2.6	4	2.2	4	2	2		1	3	1	1	1	3		1	1	1	2	2	2
S18	1.6	3	1.1	3	1	1		1.5	2	2	2	2	2		1	2	2.3	3	3	3
S19	1	2	2	3	1	1		1	1	1	1	1.5	2		1	1	1	1	1	2
S20	2	3	1	2	1	1		2	2	2	2	1.2	2		1	1	1.2	2	2.2	3
S21	2.6	4	1.8	4	2	3		2	2	1.6	2	1	2		2	3	2	3	2	3
S22	1	2	1	2	2	2		1	2	2	3	2	2		2	3	2	2	2	2
S23	2	2	1	3	1.2	3		1.1	3	1	1	1	2		1	1	1	1	1.4	2
S24	2.4	3	2.2	3	1	2		1	1	1.7	2	1	1		1	1	1	1	2.1	3
S25	4	4	3	4	2	4		2	3	2	3	2.6	3		2.6	3	3	3	4	4
S26	1.4	3	1	3	1	3		1	2	1	2	1	2		1	2	1	1	1	1
S27	1.4	3	1.1	3	2.2	3		2	2	2	2	2	2		2	2	2	2	2	2
S2	1	3	1	3	1	2		1	1	2	2	1	1		1	2	1	1	2	2
S1	1	3	2	3	1	3		1	2	1.1	2	1.7	2		1	2	1	2	1.5	3
S3	1.8	3	1.1	3	2	3		1	2	1	1	2	2		1	2	1.2	2	1.2	2

CURRICULUM VITAE

Charles E. Knowles II

Date of Birth: 7/14/57

Education

Cornerstone University, Lake Charles, LA.	1992
BA, Christian Counseling	
Evangelical Theological Seminary, Dixon MO.	1993
MS, Clinical Pastoral Counseling	
Oxford Graduate School, Dayton, TN.	2017
D. Phil. Social Research	

Teaching Experience

McAdams Academy, Wichita, KS.	2014 - Present
Butler Community College, Andover, Ks	2006-2013
Life Skills Seminar	1980-1990

Professional Experience

Youth for Christ Wichita, KS.	2011-Present
Director, City Life, and Juvenile Justice Ministry	
Chaplain at Sedgwick County Juvenile Detention Facility	2011- Present
Director McAdams Academy, Wichita. KS.	2014-Present
Grace Christian Counseling, Wichita, Ks. Founder/Counselor	1985- 1990
Member of the National Association of Christian Counselors	
Licensed and Ordained Minister	1989