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The Triple Crown Program: Addressing Respect and Responsibility Among Elementary Students

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This research is a product of the graduate program in Educational Administration at Eastern Illinois University. Find out more about the program.

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Date
The Triple Crown Program:
Addressing Respect and Responsibility Among Elementary Students

BY

Mary Letitia Durnil

Field Study
SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF

Specialist in Educational Administration

IN THE GRADUATE SCHOOL, EASTERN ILLINOIS UNIVERSITY
CHARLESTON, ILLINOIS

1998

I HEREBY RECOMMEND THIS FIELD STUDY BE ACCEPTED AS FULFILLING
THIS PART OF THE GRADUATE DEGREE CITED ABOVE

DATE

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Abstract

The purpose of this qualitative study was to design a respectful and responsible student program for the students and staff of Muffley Elementary School in Decatur, Illinois. It was designed to answer the question: What type of program may be instituted to lay the foundation of respect and responsibility education? This study has laid the foundation for addressing the issue at Muffley Elementary School.

Several objectives were developed in order to meet the purpose of this study. The meeting of each objective lead to a component of the overall program. The first objective was the development of a booklet to provide the guidelines for the Triple Crown Program implementation. The second objective served to develop supplementary components that would encourage participation by parents and encourage students to meet the goals of the program. The third objective of this study resulted in the methodology of introducing the program to parents, students, and staff.

The study had its roots in conversations with teachers who were dissatisfied with the current building respectful student program. Through informal conversations and surveys, ideas and suggestions were gathered to help direct the project. Existing programs, research of others, and literature on character education, and respect and responsibility, were researched and analyzed for information that would be beneficial in developing a program at Muffley. This information was synthesized into the Triple Crown Program which consisted of a program booklet, supplementary components, and in-servicing
plans for staff, parents and students. Working with a building committee, the components were refined to form an entire program designed to be continually evaluated and improved.

This study was not intended to be all comprehensive or all encompassing. Rather, the intention of this author was to produce a program that with continued refinement and development would, at a later time, produce results relative to improved building discipline and to positive effects on academic achievement.
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Chapter 1
Overview

Background

These kids have no respect for anything.
Nothing phases them.
They need to be taught a lesson.
He needs to suffer for his actions.
He stole from me and he is going to get away with it.
We have to do something.
Show him who's boss.
I'll get in his face.
We never had this problem when we could spank kids.

Readers of this study might reasonably inquire about the nature of these comments. Talk from angered parents? A discussion at the dinner table? A meeting of Parents without Partners? Childless people without rearing experience? Possibly, but no. These and other comments have been overheard by this author in several teachers' lounges.

Communities struggle with these ideas. Various national surveys and studies report that discipline problems and violence are major concerns raised by members of communities (e.g., Rose, Gallup, & Elam, 1997, and Rose & Gallup, 1998). Teachers blame the parents, and the parents blame the schools, leaving one questioning who should be taking the lead for promoting the respect and responsibility needed for the young people of today to become the community caretakers of tomorrow. The answer to this author seems
simple. It should be a collaborative effort among schools, homes, and the wider community.

With the recent incidents of violence in the nation's schools, many people seem to be pointing the finger of blame. Newscasts and other media report incidents where the age of the violent and irrational offenders indicates younger individuals. Schools, such as this author's, try to deal with their problems from within.

The very nature of communities and society is changing rapidly as exhibited by the behaviors among its young people. A child of twelve recently summed up this phenomenon in a speech to his fellow classmates. "We have been exposed to a lot of violence. To me this is very disappointing" (Scheibly C., speech, May 27, 1998). If the students are aware that the problem exists, it is the conclusion of this author that it is time the adults do something about it. Parents and teachers must begin to reinforce the core values so that younger students develop these values which might maintain them throughout their lifetimes.

This nation was built upon many foundations. Those foundations included those of respect for the rights of individuals, respect for law, and respect for the common good. Respect is synonymous with the term value (The American Heritage® Dictionaries, Ed., 1995). Value by the nature of its meaning tells people what not to do. Life is valued; murder is not valued. Respect speaks in terms of the shall nots in the lives of individuals--"Thou shall not kill." Respect is directive in nature and certain actions are not undertaken because those actions undermine the ideas, concepts, and beliefs
that are valued (Lickona, 1991).

Responsibility, in turn, flows naturally from this foundation of respect. Responsibility is the ability to respond to or to react to others and speaks in terms of the shall in an individual's life--I shall complete this project on time. Responsibility points individuals in the right direction and serves as the guidebook to coexistence among individuals. Responsibility forces individuals to question themselves and not the acts of others. Responsibility is an internal concern, not external (Lickona, 1991).

Respect and responsibility are compatible terms. This author believes that within them lies the foundation for beginning the transformation of the youth of today into the leaders of tomorrow. Respect and responsibility serve as the core values on which to build the future. Students need to be given the opportunity to internalize and practice these values so that they result in lifelong habits.

Whereas the specific definition of respect and responsibility provided a basic starting point for this study, it is how these terms are perceived within a given context that provided the impetus. Parents may have taught their children what respect and responsibility mean within their home structure. Schools have an obligation to teach these core values within the context of the school. Each situation brings with it a new definition and application of these terms. Lickona (1991) concluded from his research that respect and responsibility were two of the most agreed upon values to be of a concern (cited in Elias, Bruene-Butler, Blum, & Schuyler, 1997). This study addressed these two concepts within the context of an elementary school.
Like many elementary schools, Muffley Elementary had historically instituted various programs to address student respect and responsibility. In many cases, these programs existed under the umbrella of character education. A wide variety of programs existed -- from how to books to scripted and canned, planned programs. Muffley, too, had in place a character education program.

The introduction of weekly concepts built around character building took place during the Monday morning assembly and then was promoted throughout the week by teachers and staff. During an informal survey that was conducted during the summer of 1997, staff, who were returning to the building, indicated that they would like a break from the program. The program had been in place for at least two years and the teachers and holdover students, in the opinion of the teachers, were tiring of it. Although the returning teachers thought that the information was useful, the program was scripted and repetition was a problem. Because of this, a plan was put into place that would address the major issues that would arise during the week within the building at the Monday assembly.

After approximately a month, a faculty committee designed to address building concerns approached the principal, this author, with a concern that disrespect was at an all time high. The committee pointed out several reasons for this perception.

Among the reasons stated was the lack of ownership for the welfare of the building and others by the new students to the building. Due to redistricting, the school had experienced a large turnover of student population.
The fifth and sixth grades had turned over by approximately 89%. In one third grade class, only three of the students had attended the school the year before. Kindergarten teachers reported that the students that they were working with were among the lowest in social skills that they had experienced in several years.

The committee decided to institute a program that would reward students for appropriate behavioral choices that demonstrated respect. Each teacher was given a supply of identical stickers. When a student was observed by any staff member making a respectful choice or gesture, the student would receive a sticker. The stickers would be worn by the students and then other staff members would make note of the student's achievements. By the end of the week, the teacher of each classroom would submit a name of a respectful student to be recognized at the Monday morning assembly. The student would receive a certificate indicting the achievement and would be called up in front of the student body to receive the certificate.

The distribution of the stickers soon ran into problems. Teachers quit carrying the stickers, they reported, because they forgot about them. In classrooms, the stickers were no longer being used as a reward system. Teachers cited that the stickers were more trouble than they were worth. Teachers forgot to whom they had given stickers. Students would lose stickers. When teachers used cards on desks to distribute stickers, other students were caught stealing stickers and adding them to their collection card.

The certificate program continued for the entire year. However, teachers believed the program became a problem politically. Members of the committee
and other staff began submitting student names because a student had not received the recognition before. They were responding to parent concerns that individual children demonstrated respectful behavior all of the time and that they were overlooked. Some teachers made a very concerted effort to make sure that each student in the class received a certificate before the end of the year. Teachers, in the opinion of this author, lost sight of the fact that the program was proposed in order to recognize respectful choices.

By year's end, teachers had all but stopped recognizing the respectful behavior and had switched to choosing students who had not been recognized to the point that students who had received recent referrals were sometimes recognized. The certificate presentation seemed to have little or no meaning for the students as some were surprised to hear their name called during the assembly. Conversations revealed that this look of surprise was not because they had been chosen, but that they had been chosen at all.

Statement of the Problem

This study was designed to develop a model to address what type of program may be instituted to provide a foundation of respect and responsibility education. Specifically, where might a school start in addressing the need to develop respect and responsibility in students? How might schools begin to address the indoctrination of these core values into the moral fabric of youth without preaching the cause or being in violation of a state code, statute, or local regulation? It has been the experience of this author that educators are sometimes told that ideas expressed in the classroom are value judgments or personal opinions and that, as such, the ideas have no place in the classroom.
As society evolves, the lack of understanding in regard to cultural, economic, and social differences widens the gap of perception dealing with right and wrong.

In the opinion of this author, it is up to the educators to find a means of integrating these core values of respect and responsibility back into the curriculum while gaining and maintaining support of the diverse community. Schools are capable of providing the starting point and serving as the catalyst for change. Providing parents with a means of participating enlarges the circle of learning opportunities.

Educating students and providing them with the opportunity to practice their skills in these core value areas of respect and responsibility increase the chances of these values being integrated into daily decision making. Experience demonstrates that an individual cannot do something well if the opportunity for practice has not been presented. Schools must provide the opportunity to practice, as opposed to assuming that practice has taken place elsewhere.

Objectives

The objectives of this qualitative study were as follows:

1. To develop a respect and responsibility program for students in a kindergarten to sixth grade elementary building.

2. To develop supplementary components that support the work of the program while encouraging parent participation and increased student goal orientation.

3. To establish a methodology for the introduction of the program to
familiarize parents, students, and teachers with its goals and expectations.

Meeting these objectives resulted in a document that provides a model for establishing a respect and responsibility program for the students of Muffley Elementary School in Decatur, Illinois. Additionally, components were designed to supplement the program in such a way as to involve parents in its implementation and to encourage students to meet the established goals and expectations. To establish the teachers’ role in the implementation of the program, materials for an in-service program and materials for further study were developed (see Appendices B-K).

Assumptions

The following assumptions provided the foundation for the completion of this study:

1. Respect and responsibility are valued by the majority of people.
2. There is a need to address respect and responsibility among students.
3. Teachers are looking for help to address behavioral concerns stemming from a lack of respect and responsibility.
4. Successful discipline programs contain more than negative consequences.
5. Teachers will make every attempt to successfully implement the program.
6. Parents want their children to make appropriate choices.
7. Parents will share the responsibility for follow through at home.

Limitations

The following limitations were identified:
This study was limited to Muffley Elementary School (K-6) in Decatur, Illinois. Each school has a climate and culture of its own. Although the product portion of this study might readily be used in another setting, it will need to be adapted to fit the needs of the individual school. Adapting the program will take time and effort, as well as local building resources not available to this study.

A kindergarten to sixth grade program served as the grade range parameter. Despite the sharing of the core values, the means of educating a student at middle school and high school change. Certain assumptions prevail with older students (e.g., that they have been taught the core values at some time in their past). These grade levels are not included in the Muffley Elementary program.

The completion of the implementation booklet for the stakeholders served as a culmination point for this project. Time and the specific needs of Muffley prohibit the development of an entire character education program suitable for adaptation to other schools.

Delimitations

The following delimitations were identified:

- Logically this study might have resulted in a comprehensive character education program, however, due the specific need of addressing respect and responsibility, such a project was not undertaken at this time.

- The study was not designed to be all encompassing or comprehensive as it should be altered to meet the changing needs and population of any given school.

- A study linking student achievement to the implementation of a respect
and responsibility program was not possible at this time as the program must be first fully defined and refined within the context of a given school.

- An evaluation instrument for the program was not included at this time due to the incremental implementation of the program.

**Definition of Terms**

The following terms were used throughout the study and need to be clarified for the understanding of the document:

**Best Practices.** Programs instituted by others and deemed successful in their terms.

**Canned Program.** A scripted manual for implementation of a specific plan or a compilation of materials to be used for implementation.

**Character.** Values in action which define a person.

**Character Education.** Programs designed to promote values being put into action.

**Core Values.** Respect and responsibility.

**Instruction.** To teach for the purpose of promoting respect and responsibility.

**Parent.** Any individual charged with the guardianship of a child.

**Student Behavior.** Responses by students in relationship to others and their environment.

**Value.** Commonly agreed upon positive attributes.

**Uniqueness of Study**

Muffley Elementary experienced dramatic changes following the 1996-1997 school year. The veteran principal of twenty-one years retired and then
took another job within the district. The population of the building increased significantly due to redistricting. Additionally, class sizes increased and a large number of students entered the building for the first time after having attended other buildings for a significant period of time. With the redistricting, the number of students transferring in and out of the building during the school year increased dramatically. Severely emotionally disturbed (SED) students were added to the population of the building, as well as additional learning disabled (LD) resource students. Parents voiced concerns and anger to this author concerning all of the above changes.

Many faculty and staff members, who had been associated with the school for a significant period of time, revealed in conversations with this author, that they were not prepared for the changes that were imposed upon them. Some changes, such as the resignation of the principal at the end of the school year, took them quite by surprise. In many cases, they felt abandoned and betrayed by not being informed of this move prior to its taking place. Some held the belief that the hiring of the new principal was manipulated by the central administration from the start and resented the chain of events leading to that position being filled.

It was observed by this author that these issues manifested themselves in two areas which became the focus of blame for problems by the staff: the new students not meeting expectations, and the new principal not doing anything about it. Although communicated from the start, the change in discipline philosophy was not fully understood or appreciated by the staff. Concerns were raised about discipline and the building administration allowed
the teachers who voiced the concern to address the problem in any manner that they would choose. It was decided among them that an ad hoc committee made up of those voicing concerns would address the issue.

The committee's work resulted in a quickly devised plan of identifying one respectful student from each classroom on a weekly basis, as well as giving stickers to students who were identified as being respectful throughout the day. By the end of the year, even the organizers of this group found themselves with a political issue that forced virtual abandonment of the program in favor of identifying students so that everyone was treated equally. A definite mixed message was sent to students and parents.

This study took on a special significance in light of the above observations. The author's previous administrative experience led to the assumption that programs designed in a reactive mode only served to temporarily fix the problem. Failure to readdress the issue in a timely fashion by those who implemented it resulted in the breakdown of the goals and objectives and ultimately the program itself. In this first programming effort, although trying to foster responsibility in students, the staff fell short of acting responsively or responsibly.

This qualitative study resulted in a document that will serve as the foundation of a respect and responsible program during the 1998-1999 school year at Muffley Elementary School in Decatur, Illinois. It is subject to change as the needs of the stakeholders shift. This study of respect and responsibility reinforced the need for teachers to model what they instruct in the program. The program required that not only would the students need to adopt a
respectful and responsible attitude, but so would the adults that implemented the program.
Chapter 2
Rationale, Review of Related Literature, and Review of Research

Rationale

This study resulted in a program designed to foster respect and responsibility. The study developed out of a frustration by the author of observing and hearing the educational community blame the students, the parents, the home, the environment, and other available scapegoats for the lack of values among students. Rarely, in the opinion of the author, has education or educators taken the responsibility for the lack of values among its students.

Through conversations with many educators over time, this author had heard the opinion expressed that for many of them the failure of a student to demonstrate a value means that the student needs to be punished in order to learn. Often there is no direct relationship between the act in question and the resolution. As observed by this author, consequences of actions are often overlooked in favor of punishment. According to many teachers, in off-handed comments, a student needs to be taught a lesson. The negative is reinforced, and the student rarely learns the positive consequences of taking responsibility or showing respect.

Because respect guides people in what not to do, as established previously in this work, it is the positive aspect of responsibility that needs to be developed and nurtured. Respect comes from knowing what is right, wanting what is right, and doing what it takes to get it right. In the words of Spike Lee (1989), "Do the right thing." Responsibility stems from the internal questioning
one undergoes in order to make the appropriate decision regarding the choice to be made.

This study addressed the need of developing a program not only to introduce students to these core values, but to provide a means of practicing them in order to reap positive consequences from appropriate behavioral decisions.

**Review of Related Literature**

For this study, much of what was reviewed about respect and responsibility came under the theme of character education. There were canned planned programs, both good and bad in the opinion of this author, that addressed these issues. Many programs claimed to be the school's answer to the discipline problems that they are facing and that the program by improving the climate of the building will, in turn, raise student achievement.

Additionally, some of the resources available reached beyond character education and focused on esteem building. In the book, *Esteem Builders*, Borba (1989) explored the five building blocks of self esteem. A cross over between this collection of ideas and others existed in the area of purpose and responsibility. Activities provided in this curriculum manual were based on the idea that a healthy self esteem is the key to student achievement. By focusing on the portion designed to address responsibility and then tie it into respect and responsibility, it may be possible to determine that the integration of these ideas may lead, not only to an improved self-esteem and a respectful and responsible student, but also to a higher achieving student. These canned programs were rarely supported by research that indicated the materials
provided made any significant impact on the student achievement in a school facility.

Many of the existing programs were how to books. Some of these programs had been used in classrooms. Others were someone's idea of a good program. Many were under the umbrella of character education. These were canned programs designed to provide a school a year's worth of activities or plans.

There did exist a base of knowledge for the effect of character education upon improving student behavior. These sources rarely labeled themselves as a program, but rather as guides to teaching values, teaching responsibility, instilling respect, educating for character, or building a specific value.

Kohlberg began a major movement in 1966, when he proposed linking his theory of moral reasoning with moral education. It was highly important in his description of the theory that teachers not teach the values, but that they help students arrive at their own interpretation. This moral discussion would encourage students to arrive at a resolution that the teacher would abide by and respect. In later work, Kohlberg (1978, cited in Leming, 1993) adjusted his belief to address the significance of collectively derived norms, as opposed to individual values. This approach to developing acceptable behaviors among its members became known as the just community approach.

Both Goleman (1995) and Gardner (1983) conducted research which pointed to the inter-relatedness of emotions, thinking, and action (cited in Elias, et al., 1997). Other studies indicated that schools that deal effectively with student character demonstrated a respect for the students, encouraged
student participation, expected responsible behavior, and provided the opportunities for practice (Leming, 1993).

Few of the materials that were available actually addressed the basis for respect and responsibility as part of their models. Among the most complete works on respect and responsibility is, *Educating for Character: How Our Schools Can Teach Respect and Responsibility* (Lickona, 1991). Lickona provides the background knowledge needed to understand the basis of developing character. Adaptable as a companion to this volume on character education is the Good Ideas Book, *Character Counts* (Nish, Ed., 1996). This compilation of practical ideas supplemented the most recognized values of character that were outlined in Lickona's book.

*Character Counts* (Nish, Ed.) identified these values as pillars of character education. The pillars were identified as trustworthiness, respect, responsibility, fairness, caring, and citizenship and were paired with practical ways in which to teach each. Lickona (1991) identified respect and responsibility as the two core values that must be promoted among the youth of today.

In his book, Lickona (1991, p. 13-18) built his case for the teaching of core values through a study of the history of values education and the relative moral climate of our country. He tied in the trends among youth to the failure of society to address moral development. Specifically, he addressed ten trends, which he identified as troubling, among youth. Among those addressed were the following:

1. Teachers reported that a large number of students showed
attitudes of disrespect and defiance.

2. Teachers also indicated that students are increasingly more cruel to each other.

3. Bad language has become common place among students and they fail to understand that it might be offensive to others.

4. The inappropriate language is part of the larger problem of a loss of innocence promoted by the sights and sounds that children are bombarded with through various media.

5. Through the years, a significant rise in self centeredness and the decrease of civic responsibility was noted. It is not uncommon for elementary students to focus on designer labels, the right shoes, and money issues.

Continuing with his work, Lickona (1991) summarized the case for values education:

1. There is a clear and urgent need...

2. Transmitting values is and always has been the work of civilization...

3. The school's role as moral educator becomes even more vital at a time when millions of children get little moral teaching from their parents and when value-centered influences such as church or temple are also absent from their lives...

4. There is a common ethical ground even in our value-conflicted society...

5. Democracies have a special need for moral education, because
democracy is government by the people themselves...

6. There is no such thing as value-free education...

7. Moral questions are among the great questions facing both the individual person and the human race...

8. There is broad-based, growing support for values education in the schools...

9. An unabashed commitment to moral education is essential if we are to attract and keep good teachers...

10. Values education is a doable job... (p. 20-21)

Following up on previous research concerning literature-based values instruction, Pillat's (1983) research indicated that there existed a need to address the developmental stages of students when selecting material for values clarification. Additionally, Volenski and Rockwood (1997) found family values played a significant role in how students of a violent nature should be handled. This study included parents and their birth children. A significant correlation between fathers, their value systems, and the disciplining of their sons was indicated.

In 1995, Cassell explored fourth and sixth grade students' ability to choose appropriate behavior with self-control and in compliance with behavioral standards. These fourth and sixth graders showed that the ability to choose appropriate behavior resulted in a decrease of discipline problems.

Huffman (1993), after considering the work of the Heartwood Program (Buttram, J., Kruse J., & Sidler, J. 1992) and the Child Development Project (Murphy, 1988), concluded that the effectiveness of character education can be
measured and that these programs indicated that schools can develop positive character in students.

Review of Research

Pure statistical research in the relationship between character education, behavior, and academic achievement was limited. Most did not fit the parameters of this study. The studies tended to be more one dimensional than relationship studies.

Some studies of note, however, indicated a reason to believe that attention to instruction and the educational climate and culture of a facility effected the positive outcomes of character education programming. Two primary methods of evaluation generally took place. The first, relied on the summaries, stories, and evaluations of participants, including teachers. Bias and attitude, therefore, may have played a significant role in these results. The second approach to evaluation of programs was more statistically based. Discipline records were tracked in participating and non-participating classrooms. Additionally, attitude measures were collected and compared.

In 1988, Brophy and Rohrkenper completed a study of strategies implemented to address students with problems. This study indicated that teachers who were successful with addressing student behavior tended to be more personally involved with their students, believed that they could make a difference, and tended to have a greater number of strategies to utilize. This study also indicated a difference, between small and large schools, of strategies which produced favorable results. Additionally, a difference in the types of successful strategies was indicated between early and later grades.
A 1991 study of the Child Development Project of San Romon, California (Benninga, J., Tracz, S., Sparks, R., Solomon, D., Battistich, V., Delucchi, K., Sandova, R., & Stanley, B., 1991) indicated increased sensitivity of students and an increase in the consideration of the feelings of others for students exposed to the program. This longitudinal study covered a seven year period and indicated mixed results in terms of behavioral change. Most importantly, little carryover was noted outside of the classroom setting. This study found out that character-related decisions being made are a matter of situation and need.

According to Weed (1993) in a study of the Weber County program in Utah, a significant decrease in problem behaviors was noted after a two year involvement in a character education curriculum. Students moving from the elementary to the junior high level, after two years with the program, scored higher on attitudes about positive school climate than did non-participating students.

A decrease in disruptive behaviors was noted in a study conducted by Albright (1995). This work explored the relationship between the developmental stages of adolescents, the family structure, and instruction in the classroom. The study revealed that when these elements were considered, addressed, and adjusted, intervention techniques resulted in a decrease in disruptive behaviors. However, there was a noted inconsistency of results between the two schools studied. One school seemed to be much more effective in their ability to obtain a decrease in disruptive behaviors.

A program developed by Wallace-Hendrick (1995) focused on increasing listening skills, increasing positive peer relations, and decreasing disruptive
behaviors. The results of this implementation were positive with aggressive behavior decreasing by 40%.

The body of work reviewed indicated that implementing a systematic approach to addressing student behavior may have had an effect on the appropriate choices of students, and that there was some carry over to other situations. It appeared that initial improvement in pro-social behavior took place with the implementation of a program. However, it was in the trend analysis that there seemed to be a lack of consistency noted. Additionally, it appeared that students were capable of learning the skills for effective reasoning and could recite appropriate behaviors. However, students were found to be inconsistent in implementing these pro-social behaviors.
Chapter 3
Design of Study

The purpose of this qualitative study was to design a student program, grounded in respect and responsibility, for the students and staff of Muffley Elementary in Decatur, Illinois. The specificity of this document came as a result of a discouraging attempt by staff to address the problem of disrespect during the 1997-1998 school year. As shared by other principals during small group principals' in-service meetings, Muffley suffered from a similar ailment found among other elementary schools in Decatur--the disrespectful student who demonstrates little or no responsibility not only for actions taken, but for making decisions at the outset.

Meeting these objectives resulted in a document that provided a model for establishing a respect and responsibility program for the students of Muffley Elementary School in Decatur, Illinois. Additionally, components were designed to supplement the program in such a way as to involve parents in its implementation and to encourage students to meet the established goals and expectations. To establish the teachers' role in the implementation of the program, materials for an in-service program and materials for further study were developed.

The objectives of this qualitative study were as follows:

1. To develop a respect and responsibility program for students in a kindergarten to sixth grade elementary building.

2. To develop supplementary components that support the work of the program while encouraging parent participation and increased student goal
orientation.

3. To establish a methodology for the introduction of the program to familiarize parents, students, and teachers with its goals and expectations.

The recent problems faced by the Muffley staff and the rash of nationwide school violence prompted a concerted effort to more fully address the issue of developing respect and responsibility among students. Ideas, information and suggestions gained through informal discussions with faculty and fellow administrators, 21 years of personal experience, various workshops, and readings and research on respect and responsibility were important to the development of this document. This investigation centered on elements that were common among effective respect and responsibility programs. Although the final product could be adapted to any school, it reflected the particular needs of Muffley Elementary.

Objective 1: Development of the Program Booklet

The first steps in developing this program required finding out the staff's perception of its acceptance of such a program. Embedded in an informal blind survey (see Appendix A) designed to gather information about the state of the building was the question (# 16), "What ideas do you have for improving student behavior?" Additionally, the survey included the question (#18), "Would you be interested in a responsible student program that would allow students to earn privileges by proving themselves in the classroom? What privileges?"

Following the review of the informal survey of the staff and finding the staff had no objections to moving forward with such a program, the next step was to explore existing programs. The next step was to design a program that
would benefit Muffley and its particular need of working with a new population and a high mobility rate while developing a sound student respect and responsibility program. A program needed to be designed that was on-going. It needed to be specific enough to erase the political concerns faced in the last attempt. The program had to be designed in such a way that all of the stakeholders could easily understand and implement the program. Implementation required a booklet that could be shared and understood. The positive consequences for appropriate behavior choices needed to be tangible and purposeful and the negative consequences needed to be outlined. The emphasis needed to be on the positive consequences. The program needed to dove-tail with each individual teacher’s classroom plan, as well as serve as the basis for a building-wide discipline program. Finally, the program needed to address the concerns of respect and responsibility. The result of this work was the Triple Crown Program.

Objective 2: Development of Supportive Components

Additional components needed to be designed to encourage students to meet the goals and expectations of the Triple Crown Program and to encourage the involvement of parents. Following a review of these existing programs in the building, it was decided to rewrite and include three of them into the Triple Crown Program. These programs demonstrated limited success in the current form. The revisions of these programs resulted in the Student of the Week program, the Good News program, and the Principal’s Pizza Party.

The carry over of the Student of the Week program gave a sense of
continuance to the overall program. It was something that students could identify with and work towards, although the means of attaining the goal would be different. By including a parent invitation to lunch on Friday, an opportunity for parent involvement presented itself. Additionally, the Good News note to parents became an expanded program. It, too, encouraged parent involvement through the recognition of the note home. The letter was expanded to encourage parents to talk to their students about the note. The Principal's Pizza Party was rewritten to include the need to achieve the Triple Crown badge for an extended period of time.

The purpose of these additional programs was to include students who might be trying to achieve the goals, but missed meeting the expectations. They were designed to involve parents in the celebrations of their child's successes. Each of these components required designing documents to distribute to parents and students, as well as to staff (see Appendices C-G).

Objective 3: Establishment of Methodology for Introduction

Teachers, students, and parents would need to be introduced to the Triple Crown Program once it was established. Each of these stakeholders would play an important part in the implementation of the program. A systematic plan of implementation would need to be established beginning with the teachers, as they would be responsible for the implementation of the majority of the program.

A suitable timeframe had to be determined for staff in-servicing and, with the help of the staff development committee, the August in-service time was decided upon. Plans were developed for the in-service and follow-up sessions
that would take place during the school year to ensure that the faculty and staff were working with the same knowledge base and consistently implementing the program.

The group then determined the next logical group to inform was the parents. A letter of introduction was drafted for the weekly newsletter. It was decided that the parent letter need only to inform the parents of the student introduction and the newsletter would include the handbook for their own edification. Parents were encouraged to contact the school with any questions that they might have regarding the program.

Finally, the committee developed plans for a student orientation. This included plans for several opportunities for indoctrination. The students would be introduced to the program in a whole group assembly, by individual classroom teachers, and by a visit to the classroom by either the principal or Alternative Classroom Experience (ACE) teacher.
Chapter 4
Results

Overview

The purpose of this qualitative study was to design a student program, grounded in respect and responsibility, for the students and staff of Muffley Elementary in Decatur, Illinois. The designed program needed to be specific to the needs of Muffley, but at the same time available for replication by others who might be interested in such a program.

In order to achieve this objective, a good deal of scripted and commercial programs were viewed. Additionally, guidelines for teaching social and emotional development, prepared by various organizations, were analyzed for common strands and concepts. Informal conversations with various principals, as well as a review of practices already being used by buildings, were used in a search for best practices. The staff input gained from embedded questions on a state of the building questionnaire was also incorporated.

Results of Objective 1

The first objective was to develop a respect and responsibility program for students in a kindergarten to sixth grade elementary building. Embedded in an informal blind survey (see Appendix A) designed to gather information about the state of the building was the question (#16), "What ideas do you have for improving student behavior?" Additionally, the survey included the question (#18), "Would you be interested in a responsible student program that would allow students to earn privileges by proving themselves in the classroom?"
What privileges?" There were seventeen responses to the questions, and the staff responded in various ways to both questions.

In response to ways in which to improve student behavior, many of the answers fell into three categories. The first category focused on stricter consequences for failure to comply. Four staff members indicated a definite need for this approach. The second category focused on more rewards for those students who made appropriate choices. Each respondent provided ideas for this category of answer, even if they responded strongly in another category. The third category addressed the perceived need for a schoolwide discipline program with five teachers identifying this as a definite need. One teacher responded that if teachers would model respectful behavior, it would be a great help to solving the problem.

In response to the question concerning interest in a respectful student program with earned privileges, each of the seventeen respondents either answered in the affirmative or viewed such a program as a possibility. Several ideas were proposed for positive consequences. Among these ideas were typical classroom jobs and rewards such as going to the head of the line or being first in the lunch line. Included were other ideas such as passing through the hall unaccompanied, extra class time for computers or PE, drawings for prizes, free time, arts and/or sports activities, and helping in places such as the library, office, or lunchroom. Additionally, ideas were also given that included trips outside of the building and fun educational activities in which students might participate.

As a result of objective one, the respectful and responsible handbook for
the Triple Crown Program was developed (see Appendix B). The booklet will serve as the guidebook for students wishing to qualify to be recognized as a respectful and responsible student. Students who are identified as such will be given a badge which they will wear in order to be the recipient of the positive consequences they are due (see Appendix C). Students who have the honor of wearing a badge will be introduced weekly at a Monday assembly. The badges will be provided by the parent organization and a duplicate badge may be purchased for fifty cents, if lost. A student will not have been responsible if the badge is lost, but the only way that they might be issued another during the year will be by the purchase of an additional badge. Badges will be replaced one week after the request is made.

Results of Objective 2

The second objective was to develop supplementary components that support the work of the program while encouraging parent participation and increased student goal orientation. As a result of objective two, several additional components were developed and designed. A student badge needed to be included in the design package. Additionally, materials for the Student of the Week program and the Good News program needed to be developed. Finally, the plans and materials for the Principal's Pizza party needed to be completed.

Students who have earned a badge, as described above, will be eligible to be the representative of their classroom as the Student of the Week. It will be up to the classroom teacher to choose the student to represent his/her classroom (see Appendix D). The student that is chosen will have a picture
taken, and the student will fill out an information sheet (see Appendix E). The pictures and information sheet will be hung at this time in the main hallway. After being up for a two week period, the picture will come down so that the gallery is constantly changing. Additionally, these will be displayed in the hallway for everyone to see. At the end of each week, the students designated as Students of the Week will have a special luncheon table set aside for them. Parents will be invited to join them (see Appendix F).

Additionally, there is the Good News portion of the program. Weekly, students who are recommended by their teachers will receive a Good News contact from the principal (see Appendix G). Teachers will be assigned days on which to send this information to the office. The child may be recognized for academic achievement or behavioral choices. It may be a combination of these attributes which is recognized. This may be a call home or a letter to the parents/guardians of the student. Although the letter is a form letter, it is customized for each recognized student. The contact with the parent will be made within twenty-four hours.

To meet the need of having a portion of the program provide ongoing recognition for a larger number of students, the Principal's Pizza Party was developed (see Appendix H). Monthly, a group of classrooms will be designated to be the ones working toward the party. All of the students in these rooms will be eligible to earn the party. To earn this party, students qualify by having:

- no referrals--bus, cafeteria, or classroom
- no detentions
• no tardies
• earned the badge for at least ten days of the four week period.

Pizza is served during the regular lunch hour by the principal and parent volunteers from that classroom. By the end of the school year, all classrooms will have had the opportunity to participate.

Results of Objective 3

The third objective was to establish a methodology for the introduction of the program to familiarize parents, students, and teachers with its goals and expectations. The objective resulted in several documents and plans to be developed and outlined. It is intended that the program will be kicked off with a teacher in-service in the fall. Following the in-service, all parents and students will be handed a booklet that explains the program at registration. Students will be indoctrinated to the program in the first Monday morning assembly of the school year. This will follow two full days of school, where the program will be introduced by classroom teachers.

To introduce the program, teachers will be in-serviced prior to the beginning of school (see Appendix I). The in-service will consist of reviewing the standards and expectations for each grade level. Additionally, teachers will then have the opportunity to make additions to the positive consequences for the students, be given material for further in-service, and be introduced to the responsibility model which they will be responsible for incorporating into their classrooms and throughout the building. (see Appendix J, K).

Families will be introduced to the program via a letter that will be distributed with the booklet at registration via the weekly newsletter (see
Appendix L). Students, then, will review the booklet with the classroom teachers during the first two days of school. The actual kick-off for the program for students will be the first Monday morning assembly of the school year (see Appendix M).
Chapter 5
Summary, Conclusions, and Recommendations

Summary

The purpose of this qualitative study was to design a student program, grounded in respect and responsibility, for the students and staff of Muffley Elementary in Decatur, Illinois. This study was designed to develop a model to address what type of program may be instituted to provide a foundation of respect and responsibility education. Specifically, where might a school start in addressing the need to develop respect and responsibility in students? What type of program, then, may be instituted to lay the foundation to further education in these core values of respect and responsibility? These were the problems stated at the beginning of this project. This study has laid the foundation for addressing the issue at Muffley Elementary School.

In attempting to develop a program for Muffley to address this concern of respect and responsibility, research into various subjects took place. Character education was explored, as was the teaching of values in public schools. It was also necessary to explore the effect of values education on student achievement, as this is the ultimate goal of education. Additionally, it became apparent that the development of an all encompassing program was a major task and that it must be narrowed and implemented in steps at Muffley. It was necessary to have an expanded program that would incorporate existing projects and that left room for additional development as the components became established in the program.

This study resulted in the development of the Triple Crown Program.
This program is based around a booklet describing a respectful and responsible student program. This Triple Crown Program focuses on these two core values and not only introduce these concepts but provides the opportunity to practice them. Within this program is the opportunity to reap positive consequences for appropriate choices. Conversely, the program allows for negative consequences based on the choices made by the students.

In conjunction with the Triple Crown Program is the badge that will be worn to signify attaining this honor. Students will be recognized at an assembly, and one student will be chosen to represent each class. After being chosen as a student of the week, students will be able to invite their parents to lunch. This will be a means of encouraging the parent to help celebrate their child's successes. Pictures of these students, along with a short autobiography, will also be displayed on a Triple Crown Wall in the main hallway.

To encourage ongoing positive choice making, as well as those students who cannot quite get to the Triple Crown, two programs were also added to the basic implementation. The Good News notification was designed to identify students who are on the right track, but may not qualify for the reward badge. This positive consequence will result in principal communication with the home highlighting achievements, either behaviorally or academically, of the student. The Principal's Pizza Party rewards students who are able to attain the badge but may not be able to keep it due to minor infractions. Students invited to the Principal's Pizza Party will meet the major objectives of staying out of trouble, but will take into consideration that everyone makes mistakes.
Together these two additional programs should provide the opportunity for more improvement by more students.

No program is complete without the stakeholders buying in to it. Teachers will be in-serviced and students will be introduced to the program. Parents will have the opportunity to learn about the program at an open house. These various components lay the foundation for a beginning program. Work will continue on developing additional components as students are empowered to participate in the planning and teachers are comfortable with the responsibility model.

Conclusions

This study has demonstrated to this author that designing an all encompassing curriculum to incorporate values back into the school is a formidable task.

As evidenced in the Review of the Related Literature and the Review of Research, there is a noted difference between helping children learn core values and force teaching them. The teaching of these core values calls for providing the environment and situations relevant to learning about and exploring respect and responsibility.

A program could be developed which made a dramatic overnight change in the way things are accomplished in a building. This would require a good deal of preparation, as well as training and indoctrination before implementation. The Aspen Project (Nish, Ed., 1996) is a blueprint for a community program designed to answer the question of how to incorporate such a program throughout the schools and community.
As a change agent for a school facility, a principal and staff might better be suited to incorporate changes through a step process. Staff must embrace the goals of such a program from the beginning. Students will adapt to programming as it is presented to them. Parents, despite all of their concerns, are generally supportive of the activities that take place in a school.

It is wise, however, to consider the overall community and its moral background before pursuing even the most innocent of changes. What may appear to be an universal concern about values may, in fact, be seen as an intrusion into the home, as many parents still feel that the teaching of any value is their domain.

Schools today need not teach values, but provide the opportunity for them to be practiced. The value will emerge in practice as other students, who have had such a value instilled, practice it in the school environment. Students will be drawn to the behavior that is acknowledged and which brings with it the rewards of performance. Nonconformity leads to consequences which will not be appreciated by the students. By focusing on the common core values that have been established through several studies and community actions, the school will more than likely avoid the interference or objections of the parents and larger community.

Recommendations

The first recommendation to come from this study of respect and responsibility is to continue the model into a sound, well-rounded, and complete program for Muffley Elementary School. This would include a character education curriculum that would address development of the six
pillars of core values: trustworthiness, respect, responsibility, fairness, caring, and citizenship. Additionally, the program would be expanded to include a positive discipline program that would address consequences as opposed to punishments and allow the students to first learn the expected behavior and then to be able to practice it within the school environment. Readers wishing to replicate this program will find that, with an analysis of personal programs concerning respect and responsibility, they will be able to adapt this program to meet the specific needs of individual buildings.

Secondly and in conjunction with the above plan development, it would be relevant to begin tracking the effectiveness of such a program. This would require the collection of data from the year prior to the implementation of any program components. Such data would include the number of referrals to the office as well as informal visits disaggregated by race and sex, as well as grade levels. It would also document the type of offense occurring for formal referrals and the means and types of resolutions. These figures would then be compared and studied against those collected during the implementation stage of this study and any implementation of further components to track the effectiveness of such training for the students.

Further research would determine if this affective programming first makes a significant difference in the behavior of children. Beyond that, such studies would indicate the possible effect of such a behavior program on the academic achievement of students. The key to all of these studies would be the collection and analysis of trend data.

Many times educators want immediate results when implementing
programs. Like the general community, the band-aid approach often seems quite palatable. However, this is a trap to be avoided. It is quite possible that a program being implemented will produce a positive change simply because it is new and different to the students. The true test will be the test of time and the documentation of long term results.
References


Lee, S. (Director) (1989). Do the right thing. (Film). (Available from Videoflicks.com)


Appendix A

Informal Staff Survey with Embedded Questions

To: Staff
From: MD
Date: January 15, 1998

RE: Please complete and return the following by February 1. These are anonymous and there is no need to identify yourself. The results will be shared with you at the first faculty meeting in March. Thanks for your time and input.

1. What are the most positive aspects of the current schoolwide plan?

2. What do you see as the greatest benefit to our students through the schoolwide plan?

3. What benefits do you see for teachers with Muffley operating as a schoolwide?

4. What benefits do you see for parents with Muffley operating as a schoolwide program?

5. Do you consider Muffley a schoolwide program or a targeted assistance school?
6. Would you like to have mandatory conferences at the end of each quarter? (remember that progress reports are a given at the midpoint of each quarter)

7. Are you happy with the current committee structure? What changes would you propose?

8. Would you be willing to go to a more streamlined committee structure? Perhaps a steering committee, social committee, policy, parent involvement, programs/activities, and TAT. Suggestions beyond this--

9. Who should receive the benefits of the Title I teachers?

10. Should Title I be more pull out or more push in?

11. What do you see as the role of the Title I staff in the building?

12. Would you be willing to give up some of your class time of Title I if we could utilize a person to be more in contact with parents and to address student issues?

13. Are you personally teaching the phonics program as presented by the staff? Why or why not?
14. What have you done this year to improve writing in our building?

15. Have you worked to meet the identified needs of your grade analysis of CAT 5 and IGAP scores from last year? What have you done? Kindergarten what have you focused on this year?

16. What ideas do you have for improving student behavior?

17. What ideas do you have for improving parent involvement?

18. Would you be interested in a responsible student program that would allow students to earn privileges by proving themselves in the classroom? What privileges?
19. Would you be willing to participate in a program that would require a phone call home to parents by students who are disruptive in your class at the time of the infraction (with a follow up phone call by you later in the day) with eventual removal from class until parents come in for a conference with you? (this would require before and after school conferences) This would also require a building wide plan that could be fine tuned for lower and upper grade levels. Other ideas to incorporate:

20. What suggestions do you have to improve the lunch program?

21. Are you happy with the before school supervision plan? What improvements need to be made?

22. Are you presently teaming and sharing students with another teacher in order to share the load? (ie: do you share reading groups, math groups, do you plan together at your grade level) Would you be more apt to do this if given the opportunity to plan together?
23. Would you be willing to work with others from the rest of the building to identify realistic skills that you would like to see your students bring with them to your grade level? This might develop into a parent pamphlet that would give grade level goals and ways that parents can help at home.

24. What do you think the Muffley philosophy says?

25. What ideas do you have for staff development?

26. What are your present feelings on shared-decision making? Have you talked to buildings that are converting? What are they saying?

27. At this point, would you be willing to have the building attend the shared decision making training in order to learn more about the process to determine the advantages or disadvantages over our present system? Attending the training does not mean that the building will choose to convert--there is no obligation to go on after the training. The training costs us, for those who attend, some time out of the classroom and some personal time. Other than myself--very few staff members would be pulled from school. The staff would choose who would represent them on the team. The next training session is in the fall.

28. Would you be interested in visiting a building outside of Decatur that has converted to shared decision making?
29. Over the next several months we will be conducting an internal review. By commandment we must complete one by the end of the next school year. A reasonable team would consist of representatives from each teaching group, myself, parents and other school community members. I would need not more that seven total people. Would you be willing to participate? It would require some stipend paid time and some sub time.

30. What type of Family Nights would you like to see us do next year? We did bingo this year and the dance coming up. Would you like to see a dinner of some type incorporated with an early open house in the fall--perhaps within the first two weeks of school? We could arrange a cook out with ARA if we plan early enough. An anything goes night of competition? Chili supper? Craft nights for parents? Instead of Halloween at school, a fall festival night before Halloween with a parade around the neighborhood. College for parents? (would you be willing to be a professor of the evening--teaching parents about homework help, getting children ready in the morning, things to help at home, use of the computer) Other ideas?

31. ...and speaking of breaking with tradition...what are your feelings about traditional school parties? Would you consider a celebration of fall, winter and spring? Fall at the end of first quarter, Winter in order to deck the halls, and spring in conjunction with the end of third quarter?
32. Have you ever considered thematic teaching across the curriculum and grade levels? (much like Dr. Seuss week). or other specialized weeks or quarters? Many of you practice a modified version of this within your classroom or grade level--have you ever considered schoolwide? How about a week of afternoon specialized activities when you can teach something you have an interest in?

33. We will be having paid staff development in June on teaching to and meeting the needs of diverse populations within the classroom. We have two days of in service in the fall after registration---Ideas? Would you be willing to meet outside of the building and would you be willing to try something completely different?
Appendix B

Enlarged Booklet Example

The Triple Crown Program

Respect
Responsibility
and
Rewards

Muffley Elementary School

Keeping Our Eyes on the Finish Line
Objective:
To promote respectful and responsible behavior by students who, in turn, will be rewarded with increased responsibility and trust.

The Triple Crown Pledge:
I will keep my hands, my feet, and my words to myself and will make choices that show respect to myself and to others.
Respect

The goal of this portion of the program is to encourage students to understand and to get along with others, respecting cultural diversity and other differences.

To be recognized as a respectful person the student will at:

- Kindergarten -- Obey all classroom rules
- First grade -- Follow all directions
- Second grade -- Be considerate of others and their feelings
- Third grade -- Use appropriate language and manners
- Fourth grade -- Deal with anger, insults, and disagreements peacefully
- Fifth grade -- Be tolerant of differences in others and their abilities
- Sixth grade -- Resolve conflict personally and in an appropriate manner

Each step requires that the step before be met.
Achieving Respectful Behavior

Resolve conflict personally and in an appropriate manner

Be tolerant of differences in others and their abilities

Deal with anger, insults, and disagreements peacefully

Use appropriate language and manners

Be considerate of others and their feelings

Follow all directions

Obey all classroom rules

Grade level

K 1 2 3 4 5 6
Responsibility

The goal of this portion of the program is to encourage students to be accountable for their behavior in the family, school and community.

To be recognized as a responsible person, the student will at:

• Kindergarten -- Take care of personal needs
• First Grade -- Complete assigned tasks in a timely fashion and to the best of his/her ability
• Second grade -- Come prepared for school
• Third grade -- Deliver messages and materials between home and school
• Fourth grade -- Exhibit responsible behavior by thinking before acting
• Fifth grade -- Be self disciplined-behaving on the bus, in the cafeteria, on the playground and with all adults.
• Sixth grade -- Be accountable for choices and Be involved in a service project

• Each step requires that the step before be met.
ACHIEVING RESPONSIBLE BEHAVIOR

Be accountable for choices and Be involved in a service project

Be self-disciplined--behaving on the bus, in the cafeteria, on the playground and with all adults.

Exhibit responsible behavior by thinking before acting

Deliver messages and materials between home and school

Come prepared for school

Complete assigned tasks in a timely fashion and to the best of their ability

Take care of personal needs

Grade level
Kindergarten

I. To be a respectful and responsible person at the Kindergarten level the student must accomplish the following
   A. Obey all classroom rules
   B. Take care of personal needs

II. To earn a Triple Crown Badge the student must complete one full day of:
   A. Receiving no numbers or marks
   B. Receiving no help for meeting personal needs

III. To lose the "Triple Crown Badge" the student will:
   A. Receive numbers or marks in the classroom
   B. Earn a referral or misconduct

IV. Privileges earned by the respectful and responsible student will be determined by each individual teacher and may include:
   ◦ Reward Gym
   ◦ Free Time
   ◦ Special Treat
   ◦ Special classroom duty
   ◦ Line leader
   ◦ First to lunch
   ◦ A visit to the office
First Grade

I. To be a respectful and responsible person at the first grade level, the student must accomplish the following:

A. Obey all classroom rules
B. Follow all directions
C. Take care of personal needs
D. Complete assigned tasks in a timely fashion and to the best of his/her ability

II. To earn a Triple Crown Badge the student must complete one full day of:

A. Receiving no numbers or marks
B. Receiving no help for meeting personal needs
C. Completing all assigned work

III. To lose the "Triple Crown Badge" the student will:

A. Receive numbers or marks in the classroom
B. Earn a referral or misconduct
C. Miss an assignment

IV. Privileges earned by the respectful and responsible student will be determined by each individual teacher and may include:

- Reward Gym
- Out of seat without permission
- Special Treat
- Special classroom duty
- Line leader
- Special centers
- A visit to the office
Second Grade

I. To be a respectful and responsible person at the second grade level, the student must accomplish the following

A. Obey all classroom rules
B. Follow all directions
C. Be considerate of others and their feelings
D. Take care of personal needs
E. Complete assigned tasks in a timely fashion and to the best of his/her ability
F. Come prepared for school

II. To earn a Triple Crown Badge the student must complete one full day of:

A. Receiving no numbers or marks
B. Requiring no help for meeting personal needs
C. Completing all assigned work
D. Coming prepared for school

III. To lose the “Triple Crown Badge” the student will

A. Receive numbers or marks in the classroom
B. Earn a referral or misconduct
C. Miss an assignment or forget things at home

IV. Privileges earned by the respectful and responsible student will be determined by each individual teacher and may include:

- Reward Gym
- Out of seat without permission
- Special classroom duty
- Special centers
- A visit to the office
Third Grade

I. To be a respectful and responsible person at the third grade level, the student must accomplish the following:

   A. Obey all classroom rules
   B. Follow all directions
   C. Be considerate of others and their feelings
   D. Use appropriate language and manners
   E. Take care of personal needs
   F. Complete assigned tasks in a timely fashion and to the best of his/her ability
   G. Come prepared for school
   H. Deliver messages and materials between home and school

II. To earn a Triple Crown Badge the student will:

   A. Receive no numbers
   B. Require no help for meeting personal needs
   C. Complete all assigned work
   D. Come prepared for school
   E. Have homework take home folder complete
   F. Go one week without a number or mark
   G. Avoid the office

III. To lose the "Triple Crown Badge" the student will:

   A. Receive a number or mark in the classroom within a week -- badge may be worn until the end of the week
   B. Receive two numbers or marks or earn a referral or misconduct -- badge will be taken immediately

IV. Privileges earned by the respectful and responsible student will be determined by each individual teacher and may include:

   ◇ Reward Gym
   ◇ Out of seat without permission
   ◇ Special classroom duty
   ◇ Special centers
   ◇ A visit to the office
   ◇ Special building duties
   ◇ Hall privileges
Fourth Grade

I. To be a respectful and responsible person at the fourth grade level, the student must accomplish the following:

A. Obey all classroom rules
B. Follow all directions
C. Be considerate of others and their feelings
D. Use appropriate language and manners
E. Deal with anger, insults, and disagreements peacefully
F. Take care of personal needs
G. Complete assigned tasks in a timely fashion and to the best of his/her ability
H. Come prepared for school
   I. Deliver messages and materials between home and school
J. Exhibit responsible behavior by thinking before acting

II. To earn a Triple Crown Badge the student will:

A. Receive no numbers
B. Require no help for meeting personal needs
C. Complete all assigned work
D. Come prepared for school
E. Have homework take home folder complete
F. Make appropriate choices
G. Go one week without a number or mark
H. Avoid the office

III. To lose the “Triple Crown Badge” the student will:

A. Receive a number or mark in the classroom within a week -- badge may be worn until the end of the week
B. Receive two numbers or marks or earn a referral or misconduct -- badge will be taken immediately

IV. Privileges earned by the respectful and responsible student will be determined by each individual teacher and may include:

- Reward Gym
- Out of seat without permission
- Special classroom duty
- Special centers
- A visit to the office
- Special building duties
- Hall privileges
Fifth Grade

I. To be a respectful and responsible person at the fifth grade level, the student must accomplish the following

A. Obey all classroom rules
B. Follow all directions
C. Be considerate of others and their feelings
D. Use appropriate language and manners
E. Deal with anger, insults, and disagreements peacefully
F. Be tolerant of differences in others and their abilities
G. Take care of personal needs
H. Complete assigned tasks in a timely fashion and to the best of his/her ability
I. Come prepared for school
J. Deliver messages and materials between home and school
K. Exhibit responsible behavior by thinking before acting
L. Be self disciplined, behaving on the bus, in the cafeteria, on the playground, and with adults

II. To earn a Triple Crown Badge the student will:

A. Receive no numbers
B. Require no help for meeting personal needs
C. Complete all assigned work
D. Come prepared for school
E. Have homework take home folder complete
F. Behave in all situations with or without supervision
G. Go one week without a number or mark
H. Avoid the office

III. To lose the “Triple Crown Badge” the student will

A. Receive a number or mark in the classroom within a week -- badge may be worn until the end of the week
B. Receive two numbers or marks or earn a referral or misconduct -- badge will be taken immediately
IV. Privileges earned by the respectful and responsible student will be determined by each individual teacher and may include:

- Reward Gym
- Out of seat without permission
- Special classroom duty
- Special centers
- A visit to the office
- Special building duties
- Hall privileges
Sixth Grade

I. To be a respectful and responsible person at the sixth grade level, the student must accomplish the following:

A. Obey all classroom rules
B. Follow all directions
C. Be considerate of others and their feelings
D. Use appropriate language and manners
E. Deal with anger, insults, and disagreements peacefully
F. Be tolerant of differences in others and their abilities
G. Resolve conflict personally and in the appropriate manner
H. Take care of personal needs
   I. Complete assigned tasks in a timely fashion and to the best of his/her ability
J. Come prepared for school
K. Deliver messages and materials between home and school
L. Exhibit responsible behavior by thinking before acting
M. Be self disciplined, behaving on the bus, in the cafeteria, on the playground, and with adults
N. Be accountable for choices
O. Be involved in an on-going service project

II. To earn a Triple Crown Badge the student will:

A. Receive no numbers
B. Require no help for meeting personal needs
C. Complete all assigned work
D. Come prepared for school
E. Have homework take home folder complete
F. Behave in all situations with or without supervision
G. Go one week without a number or mark
H. Avoid the office

III. To lose the “Triple Crown Badge” the student will:

A. Receive a number or mark in the classroom within a week -- badge may be worn until the end of the week
B. Receive two numbers or marks or earn a referral or misconduct -- badge will be taken immediately
IV. Privileges earned by the respectful and responsible student will be determined by each individual teacher and may include:

- Reward Gym
- Out of seat without permission
- Special classroom duty
- Special centers
- A visit to the office
- Special building duties
- Hall privileges
Appendix C

Sample Badge

Are you able to qualify?
See your teacher for details!
Appendix D

Student Of The Week Flyer

THIS COULD BE YOU!

Are you a Student of the Week?
Are you able to qualify?
See your teacher for details!
Appendix E

Student of the Week Poster

Name __________________

Grade ________

Favorite subject ____________

Happiest Accomplishment _______

As a Student of the Week

Happiest Accomplishment _______

Future goal ___________________

Please join us in celebrating

Your child being selected

As a Student of the Week

Military Cafeteria

Lunch is on us
Announcing

A New Addition To Our Team

Please join us in celebrating
Your child being selected
As a Student of the Week

Friday at 11:30 in the
Muffley Cafeteria
Lunch is on us.
Appendix G

Good News Notes

E J Muffley Elementary School, 88 S Country Club Road, Decatur, IL 62521,
(217)424-3194/Fax (217)424-3137

June 17, 1998

TO THE PARENTS OF
Any Child
100 N Main
Decatur, IL 62526

Through our Good News program at Muffley, I receive information from teachers on students who are doing an exceptional job in the classroom.

Any's teacher, Mrs. Hillyer has informed me that Any offered to share an extra snack to those who did not bring one.

Please tell him to keep up the good work and let him know how much I appreciate his efforts.

Sincerely,

Mary Dumil
Principal
MD/hpb

Mary Dumil
Principal
MD/hpb
June 17, 1998

TO THE PARENTS OF
Any Child
100 Brooks Dr
Decatur, IL 62521

Dear Ms. Parent:

Through our Good News program at Muffley, I receive information from teachers on students who are doing an exceptional job in the classroom.

Any's teacher, Mrs. Krows has informed me that Any has been given a "Sunshine Kid of the Week" award for being helpful to her teacher, following classroom rules, and being eager to help other students.

Please tell her to keep up the good work and let her know how much I appreciate her efforts.

Sincerely,

Mary Durnil
Principal
MD/hpb
Appendix H

Pizza Party Schedule

Qualifications:
No Referrals or misconducts--
Bus, Lunch, or Classroom
No detentions
No tardies
Must have badge 10 days
during qualifying period

**principal's Pizza Party**

Oct. 5th to Oct. 30th -- Sobek, Mains, Pack -- Party Nov. 6th
Nov. 2nd to Nov. 25th -- Smith, Yagen, Stricklen -- Party Dec. 4th
Jan. 4th to Jan. 29th -- Griffin, Hillyer -- Party Feb. 5th
Feb. 1st to Feb. 25th -- Krows, Matteson, Beadle -- Party Mar. 5th
Mar. 1st to Mar. 25th -- Cox, Bradshaw -- Party March 31st.
Apr. 6th to April 30th -- Harris, McCoskey, Mobley, Leanhardt -- Party May 7th
Appendix I

Triple Crown Introduction

Teacher In-service Plan

1. Classroom Management for Preventive Discipline for later in-service
   1.1. Highlight portions germane to respect and responsibility

2. Introduce Responsibility Model

3. Review need for character education

4. Review results from studies

5. Introduce Triple Crown Booklet
   5.1. Include parent letter
   5.2. Go over booklet
   5.3. Seek input for additional ideas for rewards
   5.4. Outline expectations for teachers

6. Review Student of the Week
   6.1. Include copies of handouts

7. Review Good News Notes and Calls
   7.1. Handout sample letter

8. Review Principal Pizza Party
   8.1. Distribute PPP dates

9. Explain Parent Luncheon

10. Questions and concerns

11. Play Lessons to be Learned--Barbra Streisand
Appendix J

Foundation For Further In-service

Classroom Management for Preventive Discipline*
Managing the Classroom Climate

I. The Meaning of Climate

II. Human Relations Skills and Classroom climate
   A. General Human Relations Skills
      1. Friendliness
      2. Positive attitude
      3. Ability to listen
      4. Ability to compliment genuinely
   B. Human Relations With Students
      1. Giving regular attention
      2. Reinforcement
      3. Continual willingness to help
      4. Modeling courtesy and good manners
   C. Human Relations With Parents
      1. Communicate regularly
      2. Communicate clearly
      3. Describe expectations clearly
      4. Emphasize the child's progress while acknowledging the shortcomings

III. Managing Classroom Routines
   A. Opening and Closing Activities
   B. Materials Usage
   C. What To Do With Completed Work
   D. The Use of Student Assistants
   E. How to Provide Assistance to Students at Work

IV. Communications Management
   A. Communication to Inform
      1. The curriculum--the program and what it entails
      2. Expectations of students and standards of conduct
      3. Information concerning student progress
      4. Casual information about forthcoming activities of interest
      5. Special needs and help required for the class
   B. Communications to Solve Problems
   C. Communication to Build Positive Attitudes
      1. Provide regular, positive personal attention
      2. Show continual willingness to help
      3. Focus on progress and overcoming obstacles
      4. Talk, act, think, and reason in a logical, rational way
V. Conferencing with Parents
   A. Preparing for the Parent Conference
   B. Conducting the Conference

VI. Elements in Good Communication
   A. Clarity
   B. Professional Demeanor
   C. Positive Approach
   D. Assertiveness
   E. Flexibility
   F. The Two-way Test
      1. Is it true?
      2. Will it help?
      3. If both answers aren’t yes, don’t say it.

Appendix K

THE RESPONSIBILITY MODEL*

Teaching students responsibility requires more work than teaching obedience. Progress seems slow because students are in the process of learning. Results are not always immediately apparent. That may be why this model appears threatening at first glance. However, a model of this nature actually encourages improved learning performance. Students cannot learn responsibility without choices and without an opportunity to make mistakes and learn from them. This involves both critical thinking and decision-making.

MAIN GOAL: To teach students to make responsible decisions
PRINCIPLE: To learn from the outcomes of decisions

CONSEQUENCES:
1. internal locus of control
2. done by the student
3. logical or natural

EXAMPLES:
1. Developing a plan describing how you will behave without breaking the rule when you are in similar situations
2. Practicing appropriate behavior in a private meeting with the teacher

STUDENT LEARNS:
1. I cause my own outcomes
2. I have more than one alternative behavior in any situations
3. I have the power to choose the best alternative

ASK YOURSELF:
What do students learn when the curriculum says, “Make decisions based on critical thinking skills,” while they are simultaneously told, “Do what I say or else you’ll have a lunch detention (referral)?”

ANY PLAN THAT IMPOSES A SYSTEM AT THE COST OF TEACHER JUDGMENT IS DEMEANING AND ILL SPIRITED.

Appendix L

Introduction Letter for Parents

E. J. Muffley Elementary School, 88 S Country Club Road, Decatur, IL 62521
(217) 245-3194, Fax: (217) 245-3137

August, 1998

Dear Muffley Family,

Welcome to the new school year. With this new year, as with every school year, comes new programs. I especially wanted to point this one out to you. We are calling it - The Triple Crown. The biggest prize in the horse racing world is the Triple Crown which designates the winner of the Kentucky Derby, the Belmont and The Preakness. We are the Mustangs, after all.

In order for students to achieve the triple crown designation at Muffley, they must demonstrate respect and responsibility regularly. This is a graduated program with higher expectations and standards in these two areas as the children become older. The accompanying booklet will more fully explain the program.

Students who achieve these goals will be awarded a Triple Crown Badge. This badge will bring rewards for students who have made appropriate choices on a consistent basis. However, if a student loses their badge they will need to purchase a new one. Again, the issue of responsibility. The badge will be reissued to the teacher at the end of one week. Badges will cost 50 cents to replace.

We hope that you will read this material with your child and support the Triple Crown program. You are an integral part of the success of instilling respect and responsibility in all of our students. We appreciate your support.

Sincerely,

M. Dumil
Principal
Appendix M

Triple Crown Student
Assembly Introduction

- Pledge
- America
- Define Respect
  - Role play with teachers
- Define Responsibility
  - Role play with teachers
- Teach Triple Crown Pledge
- Explain earning badges show badges--correct way to wear
- Explain losing badges
  - Role play a loss of badge
- Introduce student of the week program
  - Explain Triple Crown Wall
  - Explain luncheon
- Introduce Principal’s Pizza Party
- Read a Good News note
- Repeat Muffley Slogan
- Dismiss by grade