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THE EFFECTS OF THE GETTING AWAY CLEAN PROGRAM ON DISRUPTIVE SCHOOL BEHAVIORS IN THE BLACK MALE CHILD

by

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(Abstract)

Disruptive school behaviors in the black male child are of much concern to educators. While not developed specifically for use with black males, the Getting Away Clean program was designed to help children develop productive thinking skills, and to empower children to negotiate the social environment. Decision-making skills are strengthened, and children learn to counteract negative peer pressure and to relate positively to others.

Selected fifth and sixth grade black male students from two elementary schools in a metropolitan Virginia school system were identified for the study. Eight students who were identified as those who had exhibited disruptive behaviors in the school setting, or those who needed skills to counteract negative peer pressure, were assigned to the treatment group. A group of eight students from the elementary schools was identified for the control group.

The Child Behavior Checklist (CBCL, Edelbrock and Achenbach, 1983) was used to obtain data from parents, and the Teacher's Report Form (TRF, Edelbrock and Achenbach, 1983) was used to obtain data from teachers. In order to obtain pre-test data, teachers of the treatment and control group subjects for the 1987-88 school year completed the

TRF. At the end of the treatment post-test data were obtained by requesting that teachers of the 1988-89 school year complete the TRF for treatment and control group subjects. The CBCL was also completed by parents of subjects in the treatment group.

The statistical analyses used to determine differences between the two measures were the Rank Tranform Analysis of Covariance, Mann-Whitney Wilcoxon nonparametric tests and Wilcoxon Signed Rank Tests. Results indicated positive, but nonstatistically significant, differences between the pre and post measures.

In addition, four subscales (Anxious, Social Withdrawal, Inattentive, and Aggressive) were statistically analyzed with the Multivariate Tests of Significance. Positive, but nonstatistically significant, differences between the treatment and control groups on either of the subscales on the pre and post measures will all subjects were found. Parent responses were interpreted in case summaries.

While a statistically significant difference was not found between the pre and post measures, positive effects are noted and the Getting Away Clean program can be considered an alternative strategy for reducing disruptive school behaviors.

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This manuscript is dedicated to Dr. Marian Palmer Capp, former Professor of Psycyology and Director of Testing at Norfolk State College, whose belief in my success has been a motivating force in my life.

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THE EFFECTS OF THE GETTING AWAY CLEAN PROGRAM ON DISRUPTIVE SCHOOL BEHAVIORS IN THE BLACK MALE CHILD

CHAPTER I

THE PROBLEM

Introduction

Disruptive behaviors in the public schools are an ongoing concern for educators. Disruptive behaviors have been defined in many ways. Marvin (1979) defined school disruption as "anything that seriously disrupts the education of the student" (p. 5). Nuttall and Kalesnik (1987) defined interpersonal violence specifically as aggressive acts, such as verbal threats, harassment, theft, and physical assault. They contended that these behaviors seriously disrupted school learning by placing students and teachers either in direct danger or by instilling in them an apprehension or fear of attack.

Edelbrock and Achenbach (1983) described disruptive school behaviors as those behaviors that interfere with school learning, such as defiance, disturbing other students, verbal outbursts, excessive movement/activity, verbal and physical threats, and explosive and unpredictable behavior.

The fact that disproportionate numbers of black males are being suspended and expelled from school has been recognized by some researchers (Bennett & Harris, 1982; Gibbs, 1988). Because of the great concern regarding disruptive behaviors by black male children, researchers have studied the problem and have attempted to give cause

for the inappropriate behaviors. Comer (1988) believed that black children sometimes may feel a degree of alienation between home and school which made it difficult to nurture a bond between child and teachers that could support development and learning. The consequences of alienation become most apparent when these children reach the age of about eight. Unable to achieve in school, these children begin to see academic success as unattainable, and so they protect themselves be deciding school is unimportant.

Hare and Castenell (1985) supported this theses. They indicated that "the greater the commonality of characteristics and attitudes between student and teacher, the higher the possibility of positive outcome. Conversely, the lower the commonality, the greater the possibility for conflict and failure" (p. 210).

One resultant factor of the alienation was that the drop-out rate for black males has reached phenomenal proportions. While 23% nationally for black males, the drop-out rate is 41% in Chicago, and 72% in New York City (Riley, 1986; Kunjufu, 1989). Riley's research (1986) reported that 25% of black children were being raised by parents who were high school drop-outs, 86% of black youth lived in poverty, and one out of every 22 black American men risk being killed by violent crime (often at the hands of other black men).

Goldstein, et al. (1986) believed that a considerable proportion of the disruptiveness and overt aggression which occurred in schools, detention centers, residential treatment facilities, and community and related settings are reflections of psychological skill deficiencies.

They further suggested that such persons are often literally weak in skills or lacked the knowledge and ability to ask rather than demand, negotiate, compromise or otherwise respond appropriately to conflict rather than strike out physically or exercise self-control in lieu of becoming highly aroused and aggressive. Further, the disruptors may be deficient in the skills necessary to handle frustration or failure by regrouping and trying again; to respond effectively to the complaints, anger, instruction or accusations of others; or to behave competently in other important and interpersonal arenas.

Because schools are the institutions in which most blacks have contact, the need for public schools to be more effective for minorities and the poor becomes imperative. Gibbs (1988) stated that the degree to which blacks, Hispanics, native Americans and the poor are successful in the schools and in life, was crucial to the social, economic, and political viability of the nation.

The focus on disruption in the schools has become so visible because, according to Harvey (1984), schools actually serve two main functions in an advanced technological society. They simultaneously carry out the tasks of providing instruction in appropriate and acceptable skills and attitudes that are necessary for success, and they effect the separation of those who will be leaders from those who will be led. The school serves as the primary transmission unit through which the values of the society are passed down from one generation to another.

J. T. Gibbs (1988) cited a 1982 Urban League Study which suggested that black students have attitudes or behaviors which school administrators and teachers define as problematic and which they are either unwilling or unable to deal with effectively. Although Marvin (1979) reported that parents have listed discipline as the number one problem in schools for almost ten years, Gibbs (1988) stated that lack of communication between black parents and school authorities, as well as prevailing community attitudes toward the schools, probably contribute to bureaucratic inflexibility, student alienation, and hostility in a continuously escalating cycle of mistrust and maladaptive behaviors.

These conditions have led to a conflicting challenge facing educators. They have been torn between determining ways of changing disruptive behaviors and at the same time improving achievement. Even so, Marvin (1979) reported that educational associations have been trying to sensitize the country to the problem of violence in the schools for several years. The National Educational Association, in a 1979 Gallup Poll on identifying classroom problems, cited discipline, integration and reading as the major problems. Kunfuju (1984) stated that a major contention among educators was that time taken to discipline in the schools was time taken away from academic pursuit. There were several reasons why discipline had increasingly become the major problem. Reasons cited for the rise in discipline problems included: 1) the change in technology had created a major change in

the economy, 2) the move from agriculture to industrialism to post-industrialism had taken parents further from home, spawning latch-key children and after-school programs, and 3) the teacher-parent relationship which used to be complementary was often viewed with cynicism and apathy (p. 51). These reasons may result in a lack of adult consistency and positive reinforcement of appropriate behaviors in the school and in the home.

Many educators traced the problems of black college and high school students to their elementary school years (Parker & McDavis) 1989). Because schools are often the first formal and structured settings outside the home, other than the church, that black children encounter, these early school years are particularly important. Lyles (1986) and Kunjufu (1985) termed the devastation many black male students experience in the elementary school as the "fourth grade syndrome" - the poor transition boys make between the primary and intermediate division (p. 7). Kunjufu (1985) also purported that if young males do not receive constant reinforcement and nurturing during this period, they will evolve into adults who are socially and politically impotent. Perkins (1986) agreed and stated that chronic truancy first becomes a problem among many black students during this period.

Parker & McDavis (1980) believed that a strong foundation in elementary school was necessary for students to experience success in their educational, personal and career development. For these reasons

there was a critical need to improve the overall educational experiences of black elementary students to prepare them to meet the societal challenges of the next decade.

During childhood, the black male reacts to a pre-established socialization process (Jones, 1986). Poussaint (1986) alluded to this process as "being cool" and identified it as a characteristic to be cultivated for peer approval. He added that being cool can sometimes be burdensome, and in some ways, detrimental. Poussaint further stated that "the burden of being hip falls primarily on the black male. He's socialized into that" (p. 19). Being cool can be time-consuming and may steer the black male away from other kinds of activities that are more productive.

The impact of peer pressure on school behaviors had also been found to be a significant factor in the development of the black male. Kunjufu (1988) stated that the phenomenon of peer pressure and its impact on academic achievement had reached catastrophic proportions. It has now reached a point that to do well academically in school was to act white and risk being called a nerd or a brainiac. This fact was confirmed by Welsh (1988) and Fordham (1988), both of whom have atudied the effects of peer pressure on the academically high-achieving black student.

Scott (1985) asserted that children learn more at early ages from the media and imitate what they see. The media reinforces peer

pressure: if you want to have a good personality and be popular, you must wear a certain brand of jeans --- or else you won't be a part of the "in" group.

Jones (1986) and Holland (1987) believed that having older black men as role models was crucial, especially in schools. Holland (1987) further stated that the number of males teaching at the early elementary school level should be increased, and that the black community should assist in the training of young black boys.

Two research studies found that intervention in the early grades helped to alleviate difficulties with peer relationships in later years (New Orleans Schools, 1988; Morgan, 1980). During adolescent years, the peer group often exerts greater influence on a youth than does the family (Witherspoon, 1987). By learning systematic personal skills to deal with personal relationships while young, the child would acquire skills to solve his own problems and to communicate effectively with others.

There have been several programs designed to aid students in developing appropriate adaptive and behavior skills, and to address the issues of peer pressure and disruptive behaviors. While not developed primarily for the black male, several programs that have been developed are considered appropriate for use with all groups. Three of the programs that focus on reducing aggressive and violent behavior in children are the Structured Learning Model (Goldstein, Sprafkin, Gershaw, and Klein, 1979), the Interpersonal Cognitive Problem-Solving Approach

(ICPS, Spivack, Platt and Shure, 1976), and the Getting Away Clean program (Griffin, Linder, Logan-El and C. Carkhuff, 1987).

The structured learning approach with aggressive adolescents was described as an example of a contemporary approach to psychological skill training (Goldstein and Pentz, 1984). The task of the skills trainer was the active and deliberate teaching of desirable behaviors. The model, which began in the 1970's (Goldstein, et al., 1979), consisted of four components: modeling, role playing, feedback, and transfer of training.

With the Interpersonal Cognitive Problem-Solving Approach (ICPS, Spivack, et al., 1976), children are taught how to think, not what to think. They are taught an approach to problem solving rather than the solution to the problem. There have been positive results from a substantial number of evaluative ICPS studies (Goldstein, et al., 1984).

The principles of the Getting Away Clean program (Griffin, et al., 1987) addressed the issue of training the subject in productive thinking skills, and empowering the child to negotiate the social environment. Decision-making skills are strengthened, and the child learns to counteract negative peer pressure and to relate positively to others.

R. Carkhuff (1971) developed an interpersonal skills-based communication model, in which he asserted that problem-solving was one of the skills essential to effective human functioning, that the ability to solve problems ensures survival, and that effective problem-solving increased the possibility of growth. Carkhuff also developed a guide for cultivating skills, in which he had suggested that there are five

specific tasks: a) explore and understand the problem, b) define the problem and goal, c) develop alternative courses of action, d) choose and implement courses of action, and e) determine priorities. He advocated an assertive communication technique, one that allows the resolution of conflicts with compromise and one in which all persons feel a sense of accomplishment.

Background

Based upon the interpersonal skills-based communication model of R. Carkhuff, a skill model for negotiating a negative social environment was developed called Getting Away Clean. This program empowered the child to build on interpersonal skills he already had developed. "Getting away clean", "getting away positive", and "getting away helpful" are three of the skills that enabled the child to create his own positive subcultures based upon positive peer pressure leading to free choice and constructive growth (Griffin, et al., 1987).

The authors believed that the Getting Away Clean program would teach alternative pro-social behaviors in situations that tended to elicit anti-social behavior, and that participants would acquire skills to effectively respond to others. It was this aspect of developing positive behaviors that will be tested in this study.

Problem Statement

Although the problem of disruptive school behaviors among the black male child has been recognized, few studies were found in which black

males were targeted specifically and in which building alternative response skills were cited (New Orleans Study, 1988; Prothrow-Smith, (1986). This study focused on the Getting Away Clean program and its effectiveness in reducing disruptive behaviors in the black male child. The goal of the program was to encourage the child to use alternative techniques of problem-solving rather than disruptive behaviors to resolve conflicts.

Purpose and Research Questions

The general purpose of the study was to evaluate the effects of the Getting Away Clean program on disruptive school behaviors in the black male child.

To accomplish the general purpose, the following questions were researched:

1. Does participation in the Getting Away Clean program reduce disruptive school behaviors of the black male child as measured by the Teacher's Report Form (TRF) of the Child Behavior Checklist (CBCL)?
2. Does participation in the Getting Away Clean program effect disruptive school behaviors of the black male child as measured by the Parent's Form of the Child Behavior Checklist (CBCL)?

Assumptions

The following assumptions are made in this study.

1. The procedures of the Getting Away Clean program will be implemented consistently and appropriately.
2. Data provided by teachers and parents or parent surrogates are valid representations of the child's behaviors.

Limitations

The following limitations are placed on findings of this study and their application to other populations.

Students in the study were limited to a school district in a suburban middle-class geographical region of the metropolitan Washington, D. C. area. Any attempts to make generalizations must consider the demographic variables of the subjects and geographical area studied. The population was limited to those black male students in elementary schools who had previously been identified by their teachers and guidance counselor as exhibiting disruptive school behaviors and/or engaging in activities related to negative peer pressure. Because the program was in progress when the research began, there was no involvement or control over the selection of subjects or the design of the program. Additionally, possible interfering factors such as memory erosion of the 1987-88 teachers, and change of reporting teachers from one grade to the other are limitations of the study.

Definitions

1. Assertive communication - a communication skill model that allows resolution of conflicts with compromise and one in which both persons feel a sense of accomplishment
2. Disruptive school behaviors - those behaviors that interfere with school learning, such as defiance, disturbing other students, verbal outbursts, excessive movement/activity, verbal and physical threats, explosive and unpredictable behavior (CBCL, 1983)
3. Peer pressure - the influence of others to feel, think, and act in a certain way, being forced to do what others want you to do (Griffin, et al., 1987)
4. Getting Away Clean - a skill model for teaching students how to deal with their peers in ways that can free them from negative peer pressure and enable them to apply positive peer pressure (Griffin, et al., 1987)

Significance of the Study

Because little research has been done in eliminating disruptive behaviors in black male children, there was a scarcity of literature regarding procedures, practices, and/or methods to address the problem. The study was designed to evaluate the Getting Away Clean program and to provide feedback of its effects on students behaviors. It was expected that the practical value of the findings of this study would provide parents and school personnel with a greater understanding of

the black male child. Therefore, educators would be able to address the specific needs of these students, and the findings would aid educators and counselors to plan and implement programs to reduce and/or eliminate disruptive behaviors in the black male child. Hopefully, this research would serve as a baseline on which future work with black males could be performed.

Organization of the Study

The remainder of the study will consist of four chapters to include the following: Chapter II, a review of the related literature; Chapter III, methodology and procedures; Chapter IV, the analysis and interpretation of the data; and, Chapter V, the summary, conclusions, and recommendations.

CHAPTER II

REVIEW OF THE LITERATURE

The purpose of this chapter was to provide a review of the literature relevant to the parameters of the study. The review was presented in two major divisions. Section I reviewed literature related to peer pressure and its impact upon the education of the black male child. Section II presented information regarding educational programming developed to address the education of the minority child.

Peer Pressure

The elementary school years are perhaps the most critical in the development of black males (Jones, 1986). Many researchers (Lyles, 1986; Kunjufu, 1985; Morgan, 1980) maintain that the interaction between young black males and the educational system will have a significant impact upon their development as productive citizens. Lyles (1986) believed that "urban (public) school settings are 'particularly cold and ungiving' to black male youngsters. Besides being viewed by many white teachers (and black teachers who substitute to a white model of administration) as a nuisance, many young black males unfairly receive labels such as 'hyperactive' or 'slow learner', which haunts them for the balance of their primary education." (p.19). Kunjufu (1985 considers primary education, and particularly the fourth grade year as extremely important in the development of the black male child. Morgan (1980) reported that the nurturing environment of the

early grades allowed and encouraged much interaction and socialization of young children.

Numerous publications have addressed the education of black children (Fordham, 1988; Welsh, 1988; Jones, 1986; Kunjufu, 1986; Hare & Castenell, 1985), and research revealed that the effects of peer pressure are far-reaching and profound.

Peer pressure has been defined as the influence of others to feel, think and act in a certain way, being forced to do what others want you to do (Griffin, et al., 1987). Peer pressure has further been defined by Scott (1986) as being positive or negative. Positive peer pressure happens when someone encourages you to do your very best. Scott described positive peer groups as those most commonly developed in schools with the idea of making students more aware and sensitive to other students' needs and bringing about some positive changes in the attitudes of the student body (1988).

Negative peer pressure happens when friends or acquaintances encourage you to do something that is wrong or dangerous (Scott, 1986).

Jones (1986) stated that the peer group becomes an all-important tribunal for black boys, just as it does for all youngsters. However, if peer groups of boys are unsupervised, they may inadvertently adopt the stereotypical behavior reinforced by the media. Because the media often portrayed the black male as involved in activities such as crime and drugs, black boys may be encouraged to gravitate in that direction. In fact, Hare and Castenell (1977), while investigating the

self-perception and achievement of a sample of 500 fifth grade 10- and 11-year-old preadolescent black boys, found that these subjects were showing a trend toward high self-esteem. They reported that the black boy's peer culture may be regarded as a dead end, mainly because, even though it succeeds in providing alternative outlets for achievement through the demonstration of competence, it offered little hope of long-term legitimate success. The real dangers are that it often drafted young boys into the self-destructive worlds of drugs and crime. In conclusion, they indicated that

> "given the presence of negative schooling experiences, the availability of positive peer experiences, and the inability of adolescents to perceive the long-term consequences of youthful decisions, these boys can be said to be making a logical decision in shifting from school to peers." (p. 213)

Many researchers (Kunjufu, 1986; Hare and Castenell, 1985; Scott, 1985) believed that the effects of peer pressure are evident during the early years. Kunjufu (1984) also stated that votes of approval or disapproval are very significant to a child trying to find himself, and it becomes very difficult to counteract their effect. These effects are long-lasting and impact upon other aspects of development and societal expectations.

Clasen and Brown (1985) found that the effects of peer pressure are indeed multidimensional. They studied a sample of 689 adolescents (grades 7 - 12) from two Midwestern communities who had been identified by peers as members of one of three major peer groups (druggie-toughs, jocks-populars, loners). These adolescents responded

to a self-report survey measuring perceptions of peer pressure in five areas of behavior: involvement with peers, school involvement, family involvement, conformity to peer norms, and misconduct. Perceived pressures toward peer involvement were particularly strong, whereas peer pressure concerning misconduct were relatively ambivalent. Perceived pressure toward misconduct increased across grade levels and pressures to conform to peer norms diminished; grade differences in perceived peer pressures concerning family involvement were community specific. Compared to druggie-toughs, jock-populars perceived stronger peer pressures toward school and family involvement, and less pressure toward (stronger pressure against) misconduct; patterns of perceived pressure among loners were more variable across communities.

Cummings (1977) suggested that peer, neighborhood, and school experiences often play a greater role than family experiences in shaping personal attitudes and characteristics (among black males (p. 74). Witherspoon (1987) concurred and indicated that during the adolescent years, the peer group often exerted greater influence on a youth than did his family. Kunjufu (1984) also agreed and stated that the institution that has now become the greatest competitor to the family was the peer group.

In analyzing adolescence, Kunjufu stated (1988):

> "As youth begin to be more assertive, less communicative with their parents, and more desirous of independence, they are also faced with negative peer pressure toward academics." (p. 51)

The change during adolescence was so drastic that many parents reported that they did not recognize their own children. Kunjufu (1988) also found that there was a direct, positive relationship between peer pressure and age; as age increased, so did peer pressure. There was an inverse relationship between age and parental influence; as age increased, parental influence declined. Lack of communication, he believed, was the number one problem.

Kunjufu (1988) also observed that effective parents monitor their children's peer group involvement in four ways:

a. good parents know who their children's friends are,

b. they invite them over to get to know them better,

c. they monitor how long and where their youth are, and,

d. they program their youth's peer group, so that this group of friends reinforces their value system. (p. 56)

Hare and Castenell (1985) offered a hypothesis regarding the significance of peer influences. They theorized that as black boys age and progressively lose in school evaluations, they shift toward peer evaluations in search of higher possibilities of success and ego enhancement. This is particularly true of urban, lower-class boys.

Attitudes and behaviors of peers are also very influential in shaping the school experiences of black adolescents (Gibbs, 1988). Fordham (1988), Welsh (1988) and Kunjufu (1988) presented research and analyses of the hurdles black students experience in their quests for academic success. These researchers suggested that many black students believe that to "be smart" is to "act white", and discussed the

struggle that black students face in choosing between being black or being smart. Fordham (1988) indicated that one way the black student coped with this phenomenon was to become "raceless" -- to have no strong identity with any ethnic group. She stated that:

> "These students attempt to develop a raceless persona in order to succeed in school and in life. Racelessness, then, is the desired and eventual persona, and is either a conscious or unconscious effort on the part of such students to disaffiliate themselves from the fictive-kinship system ..." (pp. 57-58)

The fictive-kinship system refers to a kinship-like connection between and among persons in a society, not related by blood or marriage, who have maintained essential reciprocal social or economic relationships (Fordham, 1988). Her analysis suggests that

> "within the school structure, Black adolescents consciously and unconsciously sense that they have to give up aspects of their identities and of their indigenous cultural system in order to achieve success as defined in dominant-group terms; their resulting social selves are embodied in the notion of racelessness. Hence, for many of them the cost of school success is too high; it implies that cultural integrity must be sacrificed in order to 'make it'. For many Black adolescents, that option is unacceptable." (pp. 81-82)

Welsh (1988) had interviewed many high-achieving black students and concluded that peer pressure impacted heavily upon academic achievement and stress within the black adolescent student community. He stated that black adolescents are "trapped between the subtle racism and insensitivity of white classmates and the blatent hostility and jealousy of lower-class black students" (p. C1). These students often are required to defend themselves to their minority and majority

colleagues. Participating in a "black sport" (as track, football, or basketball) has often been a ladder to acceptance among many black students. Raspberry (1990) suggested that the most important task for the black community is to excise the notion that academic exertion is unblack and unmasculine, and to convince these students that they can achieve if they work at it.

Kunjufu (1988), in talking with youth around the country, found that many of them define blackness based upon the way one talked, the type of music one listened to and where one went outside of school.

> "If a student spoke standard English, listened to rock or classical music, and went to museums - they were White. If a student spoke Black English, listened to rap or rhythm and blues, and went to parties - they were Black." (pp. 14-15)

Kunjufu (1986) suggested that the best approach to the peer group is to re-program them rather than to eliminate them. One method of re-programming has been to pair a student with positive characteristics to a student with less positive characteristics. Peer modeling, however, may also have a negative effect.

Kniveton (1986) studied the cumulative effects of repeated exposure to negative models. He wrote that children learn to behave violently by imitating, adapting and modifying what they have seen other children, adults or television characters doing. In a controlled laboratory setting, he found that five-year-old boys who watched two aggressive models added proportionately to their repertoire and time spent being aggressive. Watching an aggressive model, after having first seen a constructive one, reduced the impact of the constructive

model. These results highlight the need to mainimize models of misbehavior in the classroom and for teachers to 'manage' the class in order to produce maximum exposure to 'good' behavior models.

In studying positive effects of peer modeling, Middleton, Zollinger, and Keene (1986) investigated the use of popular students in promoting the acceptance of socially neglected students. They referred to studies that have shown that children who are neglected by peers are at risk for a variety of adjustment problems. They are more likely to display delinquent tendencies (Roff, Sells & Golden, 1971), and Hartup (1970) found that popularity with peers not only related to academic achievement, but also predicted early school drop-out. In the Middleton, et al. study a sociometric questionnaire was administered to 573 fifth and sixth grade students. Ninety-five socially neglected children were identified and randomly assigned to experimental or control groups. Four to eight popular students were also selected as student peer facilitators from each class included in the study, who met weekly with a target child in their own classroom. Assessment after treatment indicated that students in the experimental group increased significantly in peer acceptance, wheras no significant change occurred in the control group. Results suggested that popular students can be effectively directed to enhance the acceptance of socially neglected children.

McDermott (1980) also promoted the peer-pairing concept. McDermott stated that socially isolated, insecure, unpopular or new students were

often the victims of interpersonal violence. Pairing the socially isolated or new student with an older student who was more socially active and accepted was one solution.

These positive peers served as role models, and effective and positive black male role models are of major importance to the development of the black male child. Hare (1987) states that ideally, black children would blossom with stable and successful parents who were capable of meeting their material and spiritual needs, providing discipline and doing things that would facilitate their child's learning. However, a significantly larger number find themselves in the opposite situation. He believed that the significant absence of fathers as successful role models and partners in the socialization of youth is likely to have a profound effect on boys and girls. To the extent that adolescent development required boys to break from their mother's control, the absence of fathers is posited to contribute significantly to a loss of control as well as the increased probability that such boys will also reject school and be recruitable to, and controlled by, exploitive males of the peer and street cultures.

Raspberry (1986) agreed in his article "How Can We Save Young Black Men?". He stated that children growing up in fatherless households miss out on the things that fathers traditionally have provided: Income, discipline, and male role models. Raspberry further maintains that boys are left to learn the lessons on manhood from the street, which he described as the "worst of teachers."

In his article "The Black Male In Jeopardy", Jones (1986) indicated that for the male child, the absence of a father figure holds devastating consequences. Lyles (1986), in this same article, points out that black male students generally flourished under the instruction of black male teachers. Holland (1987) concurred and asserted that

> "Men who are trained in early-childhood education can make a difference by their very presence as part of the instructional staff. The educational community must examine the possibility that the lack of positive, black male role models in the early lives of inner-city boys may be the basis for their reluctance to pursue academic achievement. These boys need to be exposed to alternative black male role models as early in their lives and academic careers as black girls are to female role models. (pp. 57-58)

Holland (1987) stated that the lack of positive role models was a major factor in the decision of many black males to drop out of high school or fail to go on to college. Madhubuti, Director of the Institute of Positive Education in Chicago (1986) stated that women talk to and encourage their daughters to get educations, but "only a black man can teach a boy how to be a man, and black men seldom talk to their sons" (p. 39). He maintained that individual black parents must make more of an effort to educate their children. This view is also held by Gibbs (1984) who suggested that it is especially important for black parents to involve themselves in all facets of their children's education. Dent (1989) concurred and stated that the greatest weapon against the miseducation of black boys is parental support, guidance and involvement in the educational process - no matter what the family's income or class. Parents who learn the

system, he added, and take an active interest in their child's education can make the school respond to their children's needs. But when a parent is not able to successfully challenge the teacher and blindly accepts the school's or teacher's assessment of a child, serious educational problems can result.

Some attention has been paid to the learning styles of black children. It is believed that there are approximately twelve discrete styles of learning (Morgan, 1980). Kunjufu (1986) referred to the learning style of the black male student as right brain, relational and people oriented. Morgan (1980) also stated that urban schooling patterns, for the most part, promote quietness and docility, and that for black males, their natural activeness can give the false appearance of "borderline hyperactivity" and provide an excuse for schools and teachers who fail to educate them. Lyles (1986) and Morgan (1980) both contended that this energy, if directed properly, can become very positive and these children can be well controlled when assigned tasks which involve well-planned forms of stimulation and are pleasurable. Morgan (1980) further elucidated that certain teaching styles can be more or less compatible with particular learning styles. School personnel who are not sensitive to this active learning style often misinterpret the behaviors as aggressive, hyperactive or acting-out. Educational programming, thus, becomes an important issue that must be addressed.

Educational Programming

Witherspoon (1987) wrote that as principal instruments of cultural assimilation in the society, schools have failed to meet the needs of most minorities, but particularly urban black students. A major reason for this failure, he contended, is that "the system reflects the biases that permeate the broader society. The educational system has not established strategies nor made a major commitment to eradicate the various forms of discrimination that negatively affect the education of American minorities." (p. 159)

The need to develop strategies to promote successful educational experiences for minority children has long been recognized and primary intervention programs were developed to address this need as early as 1958 (Ryan, 1974).

The Institute for Developmental Studies (IDS) established a program in 1958 to study the interplay of environment on psychological development and to evolve and develop an enriched and stimulating school curriculum for socially disadvantaged children (Deutsch, Taleporos, & Victor, 1974). The program had evolved into a comprehensive five-year enrichment curriculum, from pre-kindergarten through third grade. The program was evaluated over the five-year period by administration of standardized and Institute-developed tests and observational procedures. The performance of children in the first four waves (each year a new group, or wave, of children were enrolled in the pre-indergarten class) were examined. IDS experimental children and their control groups were tested with a wide battery of measures of ability

and achievement. In the pre-school program, children improved in their performance on tests designed to tap general cognitive and language skills. These dramatic gains were not repeated in the grades; however, experimental children remained significantly more advanced with respect to their age peers in the same schools.

Karnes and associates (1974), in the late 1960's, developed a highly structured, cognitively based curriculum for three- four- and five-year-old children from low-income families, both black and white. The overriding goal of the program was to prepare children from low-income families for participating in a standard school program. Within each class of 15 to 18 students, the children were further divided into groups of 5 to 7, with one teacher per group. The daily schedule typically included three structured learning periods in language, science or social studies, and math and group activities as music and movement, art and directed play. Snack time, lunch and field trips were all viewed as settings which also offered opportunities to foster language development and reinforce learning. The Karnes program was compared with a traditional pre-school program for students from low-income families. The major goals of the traditional program were to promote the personal, social, motor and general language development of the children. In this study, data were collected on 60 four-year-old children who were assigned to one of four classes of 15 students each. Two classes received the Karnes curriculum and two classes received the traditional curriculum. Results revealed that, in the cognitive area, the Karnes preschool program was shown to have a strong initial positive

effect on the intellectual functioning of children which even after five years was significantly above the initial level. Results also indicated that the Karnes preschool program significantly enhanced the functioning of children in the social and probably affective areas.

Perhaps the most well-known preschool program developed for culturally disadvantaged children was the Head Start program, federally funded in 1965, to provide experiences necessary for school success. A primary goal of the program was to afford pre-school children an enriched educational program that would promote physical, socio-emotional, and cognitive development. In addition to programs to enhance cognitive development were nutritional, dental and parental programs. Despite an early report by the Westinghouse Learning Corporation and Ohio University which questioned the effectiveness of the program, administrative differences, and a shrinking budget, the Head Start program has continued to receive favorable publicity (Payne, et al., 1973).

The Yale-New Haven Prevention Project was developed in 1986. This program of early intervention and prevention was developed because it was determined that "early school problems frequently endure, intensify and predict later, more severe mental health problems and because those from racial and ethnic minority groups show a low rate of benefit from psychotherapy. ...Prevention programs aimed at the primary school grades provide an excellent opportunity for establishing mental health, social and academic competencies in poorly functioning school age populations and that such competencies can reduce the incidence and prevalence of school adjustment and emotional problems in children and

adults" (Comer, 1985, p. 154). Comer (1988) further noted that poor minority children across the country are undereducated and that these children may lag behind the national average by up to two years academically. The hypothesis formulated for the program was that as the organization and management system of a school successfully provided all of the participants in the educational process with adequate achievement, social performance of students would improve and provide residual academic, social and psychological benefits to students. The intervention of the program was a process, with four key elements: 1) a representative goverance and management group, 2) a parent participation program and group, 3) a mental health program and team, and d) an academic (curriculum and staff development) program. The coordination of the goverance and management group, the parents and the mental health team empowered all participants in the educational process, enabled them to carry out their educational and support duties, and resulted in improved teaching and learning with related social and psychological benefits for students. Documentation of the outcomes at the first implementation site revealed improved academic progress, and a significant reduction in behavior problems. Parent participation was responsive and enthusiastic and attendance at school functions improved.

Hughes (1988) reported the success of the Lee Elementary School in Wisconsin, which had developed a program for urban children from minority and low socio-economic backgrounds. This program, R.I.S.E. (Rising to Individual Scholastic Excellence), enlisted the support, sommitment and cooperation of staff, parents, and students in a multitude of teaching

techniques and activities. Pupil achievement of basic skills was considered the most important goal for the school, and the program focused on three components: a) parent/community involvement, b) professional development and training, and c) strong leadership. Since 1980, Lee School has improved the test scores an average of 64%.

Despite the perceived successes of educational programs develped for minority and disadvantaged children, Holliday (1985) asked the question: Why do black children tend to demonstrate low levels and rates of achievement?. She advocated the transactional perspective, which allowed one to understand black children's school experiences as a set of attributes, attitudes and behaviors which are embedded in a distinct cultural and social status. Her article referred to an earlier study (1978, 1981) she had completed regarding children's behavioral competencies. These competencies referred to the frequency and effectiveness of black children's use of: a) functional life skills, 2) interpersonal skills with peers and adults, and 3) problem-solving skills related to personal, interpersonal, technical and social predicaments. The study investigated competence skills in the three settings of home, neighborhood (as reported by mothers) and school (as reported by teachers), and related physical and psychological environmental factors. No significant relationship was found between the children's total competence and the physical and psychological environmental factors. There were no significant relationships between the children's home-neighborhood competence and their academic achievement. Findings of the larger study also indicated that the

children changed their behavioral styles between home-neighborhood and school. At home and neighborhood, the children reportedly demonstrated greatest competence in problem solving skills. At school, the children reportedly demonstrated greatest competence in interpersonal skills. She reminds readers that a child is not put out of school for "being dumb" but for being disruptive and failing to get along with others. The children's school interpersonal skill scores suggested that school is an arena where demands for academic excellence compete with those for interpersonal excellence.

Development of appropriate social skills may directly affect school behaviors and the child's interpersonal relationships with other students. French and Waas (1985) studied the perceptions of teachers and parents of behavior problems of peer-neglected and peer-rejected elementary-age children. Using Gronlund & Anderson's definitions, French and Waas described the subjects as rejected - having few friends and actively disliked by others, or neglected - having few friends, but not disliked by their peers. In their study, French and Waas identified rejected, neglected, popular and average status children on the basis of positive and negative sociometric measures from a total sample of 870 eight- and eleven-year-old children. Teachers completed the School Behavior Checklist and parents completed the Child Behavior Checklist. On both scales, rejected children were found to exhibit more behavior problems than neglected, popular or average children. Neglected children did not exhibit more behavior problems than children of average status.

The rejection of peers in childhood has long-lasting effects. Prothrow-Smith (1986) related that peer pressure has been found to be the single most important determinant of adolescent behavior. She has researched prevention programs developed for black adolescents who have experienced difficulties with interpersonal violence. These two school-based programs have met with moderate successes.

a) The Boston Youth Program Violence Prevention Curriculum. This program is a comprehensive health care initiative for adolescents. The health care services are hospital or clinic based and the health education prevention services are school based. The school based curriculums introduced skills for conflict resolution, to teach students how to resolve their differences without resorting to verbal or physical assaults. The curriculum was evaluated using pre- and post-testing in one of the high school settings. The experimental group had significantly higher post-test scores than the control group. There was no difference between the pre-test scores for the two groups. Student questionnaires were used to evaluate the curriculum. Eighty-seven percent of the students enjoyed or very much enjoyed the unit. Seventy-three percent of the students found it helpful with handling depression and sixty-three percent found it helpful in handling anger.

b) Peer Dynamics. This school based program was sponsored by the Nebraska Commission on Drugs. Recognizing the importance of peer pressure, peer education and counseling programs were instituted in fifty-six Nebraska public schools. The program trained and supervised students who participated in a group interaction plan with other

students to develop self-esteem and better communication skills. Evaluation of the program was done with pre- and post-testing for attitudes and a survey form for vandalism activity, grades, dropouts, and contact with law enforcement agencies. The final evaluation noted that the program affected each sex equally and affected all grade levels. A control group showed no significant change in their attitudes toward themselves or others.

Prothrow-Smith (1986) indicated that school based programs are becoming increasingly more popular, with the greatest advantage being the accessibility and availability of the students involved.

Marvin (1979) presented four general types of programs as alternative ways of dealing with disruptive students and improving the learning climate in the schools. The four types included:

a) security systems: protected staff and students from outsiders, violence within the school, and the pysical facilities;

b) counseling services: coordinated school counseling services with those provided by other community agencies to youths and their families;

c) curricular/instructional programs: Helped students in trouble to acquire critical skills through specialized curricular or instructional programs; and,

d) organizational modifications: modified the structure of educational programs in a classroom or school to make it more responsive, or to provide special educational programs for disruptive students.

The Goldstein, et al. (1986) and Spivack, et al. (1979) models instruct students in prosocial and problem-solving skills, respectively. In the Structured Learning Training approach (Goldstein, et al., 1986), small groups of chronically aggressive adolescents with shared psychological skill deficiencies were:

1) shown several examples of expert use of the behaviors constituting the skills in which they were weak or lacking (modeling);

2) given several guided opportunities to practice and rehearse those competent interpersonal behaviors (role playing);

3) provided with praise, re-instruction, and related feedback on how well their role playing of the skills matched the expert model's portrayal of it (performance feedback; and,

4) encouraged to engage in a series of activities designed to increase the chances that skills learned in the training setting would endure and be available for use when needed in the school, home, community, institution or other real-world setting (transfer training). The results of research were appropriately distilled to two broad conclusions:

a) across diverse target skills, skill acquisition was a reliable training outcome, occurring in over 90% of structured learning trainees; and,

b) across diverse target skills and applied (real world) settings, skill transfer occurs in approximately 50% of structured learning trainees.

The Spivack et al. (1979) model suggested that there is a grouping of interpersonal cognitive problem-solving skills that determine the quality of social adjustment. These skills included:

a) awareness of the variety of possible problems, and a sensitivity to the existence of an interpersonal problem or potential for a problem;

b) capacity to generate alternative solutions to problems;

c) articulation of the means to achieve the solution to an interpersonal problem,

d) consideration of the consequences of social acts, and their impact on self and others, and

e) degree to which an individual understands and is ready to appreciate that how one feels and acts may have been influenced by how others feel and act.

Summary

The review of the literature focused on the effects peer pressure has upon the development of the black male child in several environments - home, school, neighborhood. More specifically, the review noted studies and reports of the effects of peer pressure upon disruptive behaviors of children. Possible and probable reasons for disruptive behaviors were explored. Programs that have addressed the educational needs of minority children were also discussed. However, few studies were found that addressed programs for black males who exhibited behavior problems and/or that provided skills for teaching productive thinking skills.

CHAPTER III

METHODS AND PROCEDURES

In this chapter, research questions are addressed and discussions of the population and sample, treatment, instrumentation, procedures for data collection, and data analyses are included.

The study was designed as a quasi-experimental research project. A quasi-experimental design is one in which the researcher has limited control and is used when a true experimental design is not possible or feasible (Huck, et al., 1974). It came to the researcher's attention that the Getting Away Clean program was currently in operation in a local school division, and a decision was made to evaluate the existing program rather than to initiate an additional program. Consequently, there was no control over external validity factors as contemporary history, change of human raters and statistical regression (Huck, et al., 1974).

Population and Sample

The population included selected fifth and sixth grade black male students from two elementary schools in a metropolitan Virginia school system who were identified by teachers and the elementary counselor as exhibiting disruptive behaviors in the school setting, or students whom teachers believed would benefit from learning decision-making skills to counteract negative peer pressure. The elementary school counselor had assigned responsibility for both schools.

The two schools were located in the northwestern area of a large metropolitan area. The principals of the respective schools provided data regarding the school populations. School A had a population of approximately 425 students in grades kindergarten through six. The ethnic population was approximately 40% white, 45% black, and 15% other minorities. The socio-economic status ranged from upper class to those students participating in the free breakfast/lunch program. School B had a population of approximately 526 students in grades kindergarten through six. This school was also diverse. The ethnic population of the school was made up of approximately 41% white, 46% black, and 13% other minorities. The socio-economic status was upper middle-class to those students participating in the free lunch program. Both schools had specialized resources available such as the Talented and Gifted program, special education classes, occupational therapy, art, and music classes. One school had a Chapter I program, a reading program funded by the federal government.

Approximately fifteen (15) black male fifth and sixth grade students in each school were identified in October, 1988, by teachers and the elementary school counselor as students who were exhibiting disruptive school behaviors or students whom teachers believed could benefit from learning decision-making skills. Both categories included black male students who could perform more effectively in the school environment.

Test scores were used as a second criteria for selection. The school counselor reviewed the achievement scores of the Science Research

Associates (SRA) achievement battery, which was the state mandated achievement test for the school division. These students scored within the average percentile of global ability. The counselor and teachers believed that these students could function effectively within a small group environment. A total of twenty students, ten students from each school, were identified for participation in the treatment group.

In this study, parent permission was obtained for all students, three students (37.5%) who participated in the treatment group from School A, and five students (62.5%) who participated in the treatment group from School B (See Table 1). A control group from each of the schools was identified for the purpose of this study. The researcher obtained names of students who were recommended to participate in the treatment group but were not selected because: a) the quota for group membership was filled, b) test scores were not within the average range, or c) another student was in greater need. Parent permission was obtained for three students in School A and five students in School B (See Table 2). These eight students were considered the control group subjects and received no treatment. The program was in operation in the two schools from October, 1988, through May, 1989.

Table 1

Treatment Group Subjects

Subject Number	School	*Grade Pre-test	Post-test
9	A	5	6
10	A	5	6
11	A	4	5
12	B	5	6
13	B	4	5
14	B	4	5
15	B	4	5
16	B	4	5

* The teachers of students in these respective grades completed the Teacher's Report Forms.

Table 2

Control Group Subjects

Subject Number	School	*Grade Pre-test	Post-test
1	A	4	5
2	A	4	5
3	A	5	6
4	B	5	6
5	B	4	5
6	B	4	5
7	B	5	6
8	B	5	6

* The teachers of students in these respective grades completed the Teacher's Report Forms.

Treatment

The Getting Away Clean program was developed in 1986 by Griffin, Linder, Logan-El and C. Carkhuff. The program was developed after the authors surveyed a sample of northern Virginia youth to determine what they experienced as major adolescent issues. After analyzing the survey results and reviewing research literature, the authors found that peer pressure was considered the major concern of adolescents. The authors then reviewed studies by R. Carkhuff and found that when teachers were trained in interpersonal skills, there was a higher positive outcome with students only. However, when students were trained in interpersonal skills, there was higher positive outcome in all general areas. The authors proposed and developed the Getting Away Clean program, one in which students were trained, and one which is designed to maximize input from inner-city students who were resistant to any program of this nature (Logan-El, Personal Communication, Nov. 1989).

The program under investigation was co-administered by one of the authors of the Getting Away Clean program, and a former participant of the program who had been given training and who was qualified to administer the program. These consultants were school-based Psychological Counselors from the Alexandria Department of Substance Abuse, who proposed that a program to teach productive thinking skills be made available to students in the Alexandria school system.

The program was developed as a five-step process for teaching skills for successfully negotiating the social environment. A minimum time period of ten weeks (one hour session per week) was established

for the administration of the program; however, the authors expanded the time element of the program as allowed. They believed that the longer the time period, the more in-depth the program could be. The first step of the program was "getting caught". Treatment groups were taught to recognize how they were getting caught and the consequences of their actions. The second step was "getting away negative". This step introduced the child to the consequences of resisting peer pressure negatively, which usually resulted in rejection by the peer group. The two steps described were the lower steps and behaviors the students should not participate in; these are examples of negative peer pressure. "Getting away clean" was the third step, and the child was taught to resist peer pressure with the least amount of trouble for himself and his peers. The fourth step was "getting away positive". In this step, the child resisted peer pressure, but had negotiated the environment so that all participating parties were satisfied. The fifth step and highest level was "getting away helpful". In this stage, the child was not only able to resist negative peer pressure, but encouraged others to resist it also, and channeled his peers into positive behaviors. The final steps are examples of positive peer pressure. The levels of the program are outlined as follows:

Level I	-	Getting caught
Level II	-	Getting away negative
Level III	-	Getting away clean
Level IV	-	Getting away positive
Level V	-	Getting away helpful

Teachers of the students in the treatment group were given an overview of the principles of the Getting Away Clean program.

Instrumentation

The Child Behavior Checklist (CBCL), developed by Achenbach and Edelbrock at the University of Vermont (1983 edition) was used to collect data. Two sections of the checklist were used: the Teacher's Report Form (TRF), and the parent questionnaire (CBCL).

The instrument was designed to obtain ratings of the competencies and behavioral/emotional problems of children aged four (4) through sixteen (16), as reported by teachers and parents or parent surrogates. Because this study focused on disruptive school behaviors, only the items on the Problem Scale were addressed. There were one hundred eighteen (118) items on the Problem Scale. Behaviors were rated on the following scale:

0 - Not True (as far as you know)

1 - Somewhat or Sometimes True

2 - Very True or Often True

Cut-off scores for behavior problems were determined by the authors of the Child Behavior Checklist (CBCL). This score was the maximum score that was within the normal range of behavior. Any behavior domain with a score above the cut-off score was considered a problem behavior.

The checklist was normed for age and sex. Two profiles were used in this study: one for boys aged 6-11, and one for boys aged 12-16.

There were ten subjects, five treatment and five control, who used the 6-11 year level. The problem areas measured on this level of the CBCL included Schizoid or Anxious, Depressed, Uncommunicative, Obsessive-Compulsive, Somatic Complaints, Social Withdrawal, Hyperactive, Aggressive and Delinquent. Six subjects, three treatment and three control, used the 12-16 level. The problem areas on this level of the CBCL included Somatic Complaints, Schizoid, Uncommunicative, Immature, Obsessive-Compulsive, Hostile Withdrawal, Delinquent, Aggressive and Hyperactive.

This particular instrument (CBCL) was chosen for the study because it measured disruptive behaviors in and out of the school setting, and was considered one of the best standardized instruments of its kind (9th Mental Measurements Yearbook). Information was available from several sources: the Teacher's Report Form (TRF), Direct Observation Form (DOF), and Youth Self-Report (YSR), as well as the parent questionnaire (CBCL). The instrument was well documented psychometrically with adequate reliability and validity. Interclass correlation coefficients were computed to assess test-retest reliability, interparent agreement, and inter-interviewer reliability of test scores. The overall interclass correlation coefficient was .952 for test-retest reliability, .985 for interparent agreement, and .959 for inter-interviewer reliability for the 118 behavior problems (Achenbach & Edelbrock, 1983).

The instrument focused on a child's competencies as well as behavior problems; it was easily administered and could be scored

without the use of a computer; it provided a well written manual; and, provided cross sectional data when used in conjunction with other reporting forms. In addition, since the CBCL was based on empirical research, it was easily utilized in a variety of research settings (Isreal and Shiparo, 1985; Edelbrock, Costello, and Kessley, 1984; Gordon and Tegmeyer, 1983).

Procedures for Data Collection

An application to perform research and a mini-proposal were submitted to the metropolitan Virginia school system. Permission to perform research was granted by the system (See Appendix A) and permission to perform the study in the respective schools was approved by the principals of the schools. The administrators of the program also consented to allow the researcher to observe sessions. Upon receiving approval, names of students who participated in the program and those who were control group subjects were obtained from the schools.

A letter describing the study and a "Consent and Confidentiality Form" requesting parent permission were mailed to parents/guardians for the treatment group subjects (See Appendix B). Letters were also sent to parents of control group subjects requesting permission to interview teachers and parents. This letter detailed a description of the program, the study and an explanation of the need for their child's participation in a control group (See Appendix B). Follow-up of forms

not returned was done by 1) sending additional mailings, 2) placing phone calls to parents, and 3) visiting the homes.

In order to obtain pre-test data, teachers of the treatment and control group subjects for the 1987-88 school year were asked to complete the TRF. This ex post facto information provided baseline data for the study.

Post-test data were obtained by asking teachers of the treatment and control group subjects for the 1988-89 school years to complete the TRF. Teachers were exposed only to the responses of the questionnaires they completed.

Parents of the treatment group subjects completed the CBCL to provide information regarding their perceptions of the child's behaviors. All information was held in confidence and used for dissertation purposes only.

Data Analysis and Method of Analysis

The TRF was administered to the teachers of subjects in the treatment and control groups during the 1987-88 and 1988-89 school years in the participating schools. Scores of the 1987-88 and 1988-89 reports were then analyzed. Rank Transform Analyses of Covariance (Porter & McSweeney, 1974) were computed for each grouping. The dependent measure for each analysis was the post-test total score on the CBCL, the covariate was the pre-test score, and the independent measure was the grouping factor defined by the treatment and control

groups. Mann-Whitney Wilcoxon nonparametric tests (Conover, 1980) were completed on each subscale of the test to determine if there were any statistically significant differences between the two groups. To compare the pre- and post-test subscale total scores, Wilcoxon Signed Rank Tests (Conover, 1980) were completed to see if the average rank of the differences between the two measures were significantly different from zero. In addition, these statistical analyses were performed on four specific domains for the pre- and post-test groups that one would expect to be impacted by the Getting Away Clean program. These domains were Anxious, Social Withdrawal, Inattentive and Aggressive. Multivariate Tests of Significance were also completed on all four post measures covarying out all four pre measures to determine group differences.

The CBCL was completed by parents of all subjects in the treatment group after completion of the treatment program, as a post-test only procedure.

Case summaries were provided for the TRF and CBCL to furnish the reader with background and narrative information regarding the responses of the teachers and parents. These summaries also offered an analysis of the domain scores and a comparison of pre-post results as perceived by teachers, and post-test results as perceived by parents. Much of this data was gathered through observations of the program in progress and discussions with parents.

Summary

The purpose of the study was to evaluate the effects of the Getting Away Clean program on disruptive school behaviors in the black male child. A pre-post design was utilized and the statistical procedures used to analyze data were the Rank Transform analysis of Covariance, Mann-Whitney Wilcoxon, and the Wilcoxon Signed Rank Tests (paired t-test). Additionally, four specific domains for the pre- and post-test groups were analyzed using the Multivariate Tests of Significance. Case summaries and analyses were also presented for the teacher and parent responses.

CHAPTER IV

RESULTS

The purpose of Chapter IV was to present the findings from the research. The chapter was divided into four sections. The first section presented the findings of the research questions with respect to the statistical analyses performed. The second section provided case summaries of the responses of teachers on the Teacher's Report Form. Graphic representations of the responses are displayed in Appendix D. Case summaries of the responses of parents/guardians of subjects in the treatment group are presented in section three, and graphic representations of these data are provided in Appendix E. The fourth and final section presents a summary of the chapter.

Statistical Analyses

Nonparametric statistical tests were used in this study because of the small sample size (n=10) and inability to meet assumptions underlying parametric analyses (e.g., normality and common variances of the dependent measures).

To address the first research question, the Rank Transform Analysis of Covariance (Ancova, Porter & McSweeney, 1974), Mann-Whitney Wilcoxon Tests and Wilcoxon Signed Rank Tests were used on the younger and older subjects. These results will be presented in narrative and table form. The responses are scored according to the age of the child, and normed accordingly.

The first research question stated: Does participation in the Getting Away Clean program reduce disruptive school behaviors of the

black male child as measured by the Teacher's Report Form (TRF) of the Child Behavior Checklist (CBCL)?

Younger Subjects (Aged 6-11)

For the younger subjects (n=10), results indicated no statistically significant difference in the scores of students in the treatment and control groups [F (2, 9) = 0.05, p = 0.8307] on the post-test total score (See Table 3). In addition, because there was no statistically significant difference between the pre-test total scores of each group, the precision of the Ancova was reduced.

Subsequent Mann-Whitney Wilcoxon Tests completed on each of the eight pre- and post-test subscales also indicated no statistically significant differences between the treatment and control groups (See Table 4).

Wilcoxon Signed Rank Tests designed to assess differences between pre- and post-test measures, indicated no statistically significant differences on the total or subscale scores for either the treatment or the control group. As a group, subjects did not change between the two time periods (See Table 5).

Younger Subjects with Subject #7 Omitted

One student with extreme scores (#7) was eliminated from the younger group to determine if his scores impacted the group differences too strongly. For this student, the post-test scores were significantly higher than the pre-test scores, and exceeded the normal range for behavior problems. For this reduced group (n=9), results again indicated no statistically significant differences between the

Table 3

Analysis of Covariance for Subjects Aged 6-11

Source	DF	Sum of Squares	Mean Square	F Value
Model	2	4.6961	2.3480	0.21
Error	7	77.8039	11.1148	PR > F
Corrected Total	9	82.5000		0.8145

Source	DF	Type III Sum of Squares	F Value	PR > F
Grp	1	0.5476	0.05	0.8307*
RTOTAL1	1	3.7961	0.34	0.5773*

Note: *p > .05

Least Square Mean Rank

Group	Mean Rank	Adjusted Mean Rank	Standard Error
Control	5.2	5.2647	1.4951
Treatment	5.8	5.7353	1.4951

Table 4

Mann-Whitney Wilcoxon Scores for Subjects Aged 6-11

	Pre-test		Post-test	
Subscale	Z-Score	P Value	Z-Score	P Value
Anxious	0.9576	0.3383	-0.3162	0.7518
Social Withdrawal	-0.7356	0.4620	-0.6364	0.5245
Unpopular	-0.4191	0.6752	0.3143	0.7533
Self-Destructive	0.0000	1.0000	0.3243	0.7457
Obsessive-Compulsive	-0.5303	0.5959	0.3153	0.7526
Inattentive	-0.6286	0.5296	-0.9458	0.3443
Nervous-Overactive	0.0000	1.0000	0.0000	1.0000
Aggressive	0.3356	0.4034	0.2089	0.8345

Table 5

Wilcoxon Signed Rank Test for Subjects Aged 6-11

	Treatment		Control	
	Z-Score	P Value	Z-Score	P Value
Total	0.1348	0.8927	0.6742	0.5002
Subscales				
Anxious	1.3484	0.1775	0.6742	0.5002
Social Withdrawal	0.9439	0.3452	0.6742	0.5002
Unpopular	0.1348	0.8927	0.7303	0.4652
Self-Destructive	0.5345	0.5930	1.4606	0.1441
Obsessive-Compulsive	-0.7303	0.4652	0.3651	0.7150
Inattentive	0.7303	0.4652	-0.3651	0.7150
Nervous-Overactive	-0.8018	0.4227	-0.3651	0.7150
Aggressive	-0.1348	0.8927	0.6742	0.5002

treatment and control groups [F (2, 8) = 1.72, p = 0.2376] on the post-test total score (See Table 6). Unlike the first ANCOVA, the covariate was found to be statistically significant (0.0276), suggesting greater precision in the analysis.

Mann-Whitney Wilcoxon Tests completed on each of the eight pre- and post-test subscales also indicated no statistically significant differences between the treatment and control groups (See Table 7).

Wilcoxon Signed Rank Tests, designed to measure differences between pre- and post-test measures, indicated no statistically significant differences between the treatment and control groups with Subject #7 omitted (See Table 8).

Older Subjects (Aged 12-16)

For the older subjects (n=6), results indicated no statistically significant differences between the treatment and control groups [F (2, 5) = 0.88, p = 0.1479] on the post-test scores (See Table 9). No statistically significant difference between groups on pre-test scores was found.

For analyses on all eight of the pre- and post-test subscales, no statistically significant differences were found between the two groups by the Mann-Whitney Wilcoxon Tests (See Table 10).

In addition, Wilcoxon Signed Rank Tests indicated no statistically significant change on the total or subscale scores for the treatment and control groups (See Table 11).

Table 6

Analysis of Covariance for Subjects Aged 6-11
Subject #7 Omitted

Source	DF	Sum of Squares	Mean Squares	F Value
Model	2	35.1439	17.5720	4.24
Error	6	24.8561	4.1427	PR > F
Corrected Total	8	60.0000		0.0711

Source	DF	Type III Sum of Squares	F Value	PR > F
Grp	1	7.1273	1.72	0.2376
RTOTAL1	1	34.6939	8.37	0.0276

Note: *$p > .05$
**$p < .05$ (significant)

Least Squares Mean Rank

Group	Mean Rank	Adjusted Mean Rank	Standard Error
Control	5.2	3.939	1.0555
Treatment	4.75	5.8485	0.9374

Table 7

Mann-Whitney Wilcoxon Scores for Subjects 6-11,
Subject #7 Omitted

	Pre-test		Post-test	
Subscale	Z-Score	P Value	Z-Score	P Value
Anxious	1.6264	0.1039	0.0000	1.0000
Social Withdrawal	1.4821	0.1383	0.1251	0.9004
Unpopular	0.6124	0.5403	0.9839	0.3252
Self-Destructive	0.4983	0.6183	0.3838	0.7012
Obsessive-Compulsive	1.2511	0.2109	0.7410	0.4587
Inattentive	1.3529	0.1761	0.4940	0.6213
Nervous-Overactive	0.1235	0.9017	0.0000	1.0000
Aggressive	-0.3674	0.7133	-0.3674	0.7133

Table 8

Wilcoxon Signed Rank Tests for Subjects Aged 6-11, Subject #7 Omitted

	Treatment		Control	
	Z-Score	P Value	Z-Score	P Value
Total Score	0.1348	0.8927	1.8257	0.0679
Subscales				
Anxious	1.3484	0.1775	0.9129	0.3613
Social Withdrawal	0.9439	0.3452	1.8257	0.0679
Unpopular	0.1348	0.8927	1.6036	0.1088
Self-Destructive	0.5345	0.5930	1.6036	0.1088
Obsessive-Compulsive	-0.7303	0.4652	1.6036	0.1088
Inattentive	0.7303	0.4652	1.8708	0.5930
Nervous-Overactive	-0.8018	0.4227	0.5345	0.5930
Aggressive	-0.1348	0.8927	1.8257	0.0679

Four Selected Subscales on All Subjects

Statistical analyses were performed on four selected subscales on which the treatment would most likely make a difference: Anxious, Social Withdrawal, Inattentive, and Aggressive. These subscales were chosen because, of the domains measured by the CBCL, these four subscales would most likely be effected by disruptive behaviors. Because some of the items on the subscales were different on the Aged 6-11 and Aged 12-16 scales, like items were factored out and the analyses performed.

For all subjects (n=16), results indicated no statistically significant differences between the treatment and control groups on these four measures [F (2, 15) = 0.00, p = 0.9743] on the post-test scores (See Table 12). The covariate, however, was found to be statistically significant (0.0307), suggesting greater precision in the analysis.

For analyses on all eight of the pre- and post-test subscales, no statistically significant differences were found between the two groups by the Mann-Whitney Wilcoxon Tests (See Table 13).

In addition, Wilcoxon Signed Rank Tests indicated no statistically significant change on the total or subscale scores for the treatment and control groups (See Table 14).

Multivariate Tests of Significance were also completed on all four post measures covarying out all four pre measures to determine group differences, and no statistically significant differences between groups was indicated (p = 0.2793).

Table 9

Analysis of Covariance Table for Subjects Aged 12 - 16

Source	DF	Sum of Squares	Mean Square	F Value
Model	2	9.8077	4.9038	1.91
Error	3	7.6923	2.5641	PR > F
Corrected Total	5	17.5000		0.2914

Source	DF	Type III Sum of Squares	F Value	PR > F
Grp	1	2.2505	.88	0.4179*
RTOTAL1	1	8.3077	3.24	0.1697*

Note: *$p > .05$

Least Square Mean Rank

Group	Mean Rank	Adjusted Mean Rank	Standard Error
Control	3.0	2.88	.9267
Treatment	4.0	4.12	.9267

Table 10

Mann-Whitney Wilcoxon Scores for Subjects Aged 12 - 16

	Pre-test		Post-test	
Subscale	Z-Score	P Value	Z-Score	P Value
Anxious	0.0000	1.0000	0.4495	1.0000
Social Withdrawal	0.0000	1.0000	0.0000	1.0000
Unpopular	0.0000	1.0000	0.4495	0.6531
Self-Destructive	0.0000	1.0000	0.4428	0.6579
Obsessive-Compulsive	0.0000	1.0000	0.0000	1.0000
Inattentive	0.0000	1.0000	0.4364	0.6625
Immature	0.0000	1.0000	0.0000	1.0000
Aggressive	0.0000	1.0000	0.4384	0.6625

Table 11

Wilcoxon Signed Rank Tests for Subjects Aged 12 - 16

	Treatment		Control	
	Z-Score	P Value	A-Score	P Value
Total Score	0.0000	1.0000	0.5345	0.5930
Subscales				
Anxious	1.0690	0.2850	1.0690	0.2850
Social Withdrawal	0.0000	1.0000	0.5345	0.5930
Unpopular	1.0690	0.2850	1.0690	0.2850
Self-Destructive	1.0690	0.2850	0.8018	0.4227
Obsessive-Compulsive	0.0000	1.0000	0.5345	0.5930
Inattentive	0.0000	1.0000	0.0000	1.0000
Immature	1.3416	0.1797	1.3416	0.1797
Aggressive	0.0000	1.0000	0.5345	0.5930

Table 12

Analysis of Covariance for All Subjects on Four Measures

Source	DF	Sum of Squares	Mean Square	F Value
Model	2	105.5144	52.7572	2.94
Error	13	233.4855	17.9604	PR > F
Corrected Total	15	339.0000		0.0886

Source	DF	Type III Sum of Squares	F Value	PR > F
Grp	1	0.0194	0.00	0.9743*
RTotal1	1	105.5144	5.87	0.0307**

Note: *$p > 0.05$
**$p < 0.05$ (significant)

Least Square Mean Rank

Group	Mean Rank	Adjusted Mean Rank	Standard Error
Control	8.5	8.5348	1.4984
Treatment	8.5	8.4651	1.4984

Table 13

Mann-Whitney Wilcoxon Scores for all Subjects on Four Subscales

Subscale	Pre-test Z-Score	Pre-test P Value	Post-test Z-Score	Post-test P Value
Anxious	-1.0620	0.2882	-0.7036	0.4817
Social Withdrawal	-1.1638	0.2445	-0.7971	0.4254
Inattentive	-0.5263	0.5987	-0.7894	0.4299
Aggressive	0.7900	0.4295	0.4204	0.6742

Table 14

Wilcoxon Signed Rank Tests for All Subjects
on Four Selected Subscales

	Treatment		Control	
Subscales	Z-Score	P Value	Z-Score	P Value
Anxious	1.6103	0.1073	1.0141	0.3105
Social Withdrawal	0.1400	0.8886	1.4002	0.1614
Inattentive	1.0502	0.2936	-0.2801	0.7794
Aggressive	0.7001	0.9442	1.1832	0.2367

Four Selected Subscales on Subjects with Subject #7 Omitted

Results of the ANCOVA indicated no statistically significant differences between the treatment and control groups [F (2,14) = 1.26, p = 0.2845] on the post-test scores (See Table 15). The covariate, however, was found to be statistically significant (0.0003), suggesting greater precision in the analysis.

For analyses on all eight of the pre- and post-test subscales, no statistically significant differences were found between the two groups by the Mann-Whitney Wilcoxon Tests (See Table 16).

In addition, Wilcoxon Signed Rank Tests indicated statistically significant changes on three of the subscale scores for the treatment and control groups (See Table 17).

These three subscales were Anxious, Social Withdrawal and Aggressive, suggesting that the extreme scores obtained by Subject #7 skewed the group distribution. There was no statistically significant difference indicated on the Inattentive subscale.

Multivariate Tests of Significance were also completed on all four post measures covarying out all four pre measures to determine group differences, and no statistically significant differences between groups was indicated (p = 0.4274).

Table 15

Analysis of Covariance for All Subjects
Subject #7 Omitted
For Four Selected Subscales

Source	DF	Sum of Squares	Mean Square	F Value
Model	2	189.4231	94.7115	12.62
Error	12	90.0769	7.5064	PR > F
Corrected Total	14	279.50000		0.0011

Source	DF	Type III Sum of Squares	F Value	PR > F
Grp	1	9.4222	1.26	0.2845
RTotal1	1	186.1418	24.80	0.0003

Note: *$p > .05$
**$p < .05$ (significant)

Least Squares Mean Rank

Group	Mean Rank	Adjusted Mean Rank	Standard Error
Control	7.5	7.1490	1.0379
Treatment	8.4	8.7446	0.9706

Table 16

Mann-Whitney Wilcoxon Scores for All Subjects

minus #7 on Four Subscales

	Pre-test		Post-test	
Subscale	Z-Score	P Value	Z-Score	P Value
Anxious	1.2250	0.2206	0.3002	0.7640
Social Withdrawal	1.6304	0.1030	0.4110	0.6811
Inattentive	0.9283	0.3532	0.4061	0.6846
Aggressive	-0.4065	0.6844	-0.6950	0.4871

Table 17

Wilcoxon Signed Rank Tests for All Subjects
Subject #7 Omitted
For Four Selected Subtests

	Treatment		Control	
Subscales	Z-Score	P Value	Z-Score	P Value
Anxious	1.6103	0.1073	1.9917	0.0464
Social Withdrawal	0.1400	0.8886	2.3664	0.0180
Inattentive	1.0502	0.2936	0.3381	0.7353
Aggressive	0.7001	0.9442	2.2013	0.0277

Section II - Case Summaries of the Responses of Teachers on the Teacher's Report Form (TRF)

This section addressed the first research question, which stated: Does participation in the Getting Away Clean program reduce disruptive school behaviors of the black male child as measured by the Teacher's Report Form (TRF) of the Child Behavior Checklist (CBCL)? Case summaries of the pre- and post-test responses of teachers on the Teacher's Report Form (TRF) are presented. The case summaries provided background information regarding the responses of the teachers, an analysis of the domain scores, and a comparison of pre-post results as perceived by responding teachers. In addition, graphic representations of the summaries are displayed for each subject. (See Appendix D)

Table 18

Teacher Reported Behavior Problems - Boys 6-11

Subject 1, Control Group

Domain	Cut-off Score Normal Range	Pre-test Score	Post-test Score
Anxious	15	7	5
Social Withdrawal	9	20	10
Unpopular	9	5	3
Self-Destructive	5	4	0
Obsessive-Compulsive	7-8	12	8
Inattentive	28-29	37	36
Nervous-Hyperactive	9	6	7
Aggressive	41-42	44	38

Case Summary

This subject was an 11-year-old fifth grader when the questionnaires were completed by his former and present teachers. His fourth grade teacher was a white female and he was one of two students from her class the previous year who were control group subjects in the program. His fifth grade teacher was a black female who had two students from her class as control group subjects. She also had one student from her previous class as a treatment group subject.

Although the behavior pattern is similar, the pre-test scores reveal more severe behaviors than the post-test scores. This is particularly true on the Social Withdrawal domain, on which both teachers found problem behaviors; however, the subject was rated more highly by the pre-test teacher. The pre-test teacher rated behaviors as "likes to be alone", "secretive", "shy and timid", and "withdrawn", while the post-test teacher did not experience these as areas of difficulty. Both teachers marked highly on the Inattentive domain, identifying several problem areas.

Both teachers rated this subject in the normal range on the domains of Anxious, Unpopular, Self-Destructive, and Nervous-Overactive. The pre-test teacher identified Obsessive-Compulsive and Aggressive domains as problems, while the post-test teacher did not.

Although not statistically significant, post-test results reveal positive changes in this subject's behaviors.

Table 19

Teacher Reported Behavior Problems - Boys Aged 6-11

Subject 2, Control Group

Domain	Cut-off Score Normal Range	Pre-test Score	Post-test Score
Anxious	15	10	4
Social Withdrawal	9	10	7
Unpopular	9	7	7
Self-Destructive	5+	10	6
Obsessive-Compulsive	7-8	9	9
Inattentive	28-29+	33	36
Nervous-Overactive	9	11	11
Aggressive	41-42	53	47

Case Summary

This subject was an 11-year-old fifth grader when he was selected as a control group member. His fourth grade teacher was a white female and he was one of two students from her class the previous year who were control group subjects in the program. His fifth grade teacher was a black female who had two students from her class as control group subjects. She also had one student from her previous class as a treatment group subject.

Problem behaviors were reported by both pre-test and post-test teachers in several domains: Self-Destructive, Obsessive-Compulsive, Inattentive, Nervous-Overactive, and Aggressive. Pre-test scores are equal to or above post-test scores with the exception of one area - Inattentive.

Pre-test results reveal Social Withdrawal as an area of difficulty; however, the post-test score is within the normal range. Also within the normal range for both teachers are the areas of Anxious and Unpopular.

Table 20

Teacher Reported Behavior Problems - Boys 12 - 16

Subject 3, Control Group

Domain	Cut-off Score Normal Range	Pre-test Score	Post-test Score
Social Withdrawal	14	19	11
Anxious	12	27	21
Unpopular	5	9	6
Obsessive-Compulsive	6	19	14
Immature	3	10	6
Self-Destructive	6	19	19
Inattentive	24	34	31
Aggressive	46	71	68

Case Summary

This subject was a 12-year-old sixth grader when the questionnaire was completed by his former and present teachers. His fifth grade teacher was a black male. This teacher had another former student and one of his present students participating in the treatment group. His sixth grade teacher was a black female who also had two students participating in the treatment group.

The behavior pattern for each teacher is similar. The one domain that is rated in the normal range is Social Withdrawal, and it is rated by the post-test teacher. All other areas reveal that the subject's behaviors are considered problems.

Table 21

Teacher Reported Behavior Problems - Boys 12 - 16

Subject 4, Control Group

Domain	Cut-off Score Normal Range	Pre-test Score	Post-test Score
Social Withdrawal	14	6	4
Anxious	12	6	1
Unpopular	5	1	0
Obsessive-Compulsive	6	4	1
Immature	3	1	0
Self-Destructive	6	1	0
Inattentive	24	6	9
Aggressive	46	21	13

Case Summary

This subject was a 12-year-old sixth grader when the questionnaire was completed by his former and present teachers. His fifth grade teacher was a white female who had one former student to participate in the control group and had one former student to participate in the treatment group. His sixth grade teacher was a white male and there was one other student who participated in the control group from his class.

Both of these teachers rated the subject as functioning within the normal range of behavior on both the pre-test and post-test. The pre-test teacher indicated more problem areas; however, none were significant to be considered beyond the normal range.

Table 22

Teacher Reported Behavior Problems - Boys 6-11

Subject 5, Control Group

Domain	Cut-ff Score Normal Range	Pre-test Score	Post-test Score
Anxious	15	4	0
Social Withdrawal	9	5	4
Unpopular	9	3	2
Self-Destructive	5	0	0
Obsessive-Compulsive	7-8	2	0
Inattentive	28-29	19	19
Nervous-Hyperactive	9	4	3
Aggressive	41-42	19	16

Case Summary

This subject was an 11-year-old fifth grader when the questionnaire was completed by his former and present teachers. His pre-test teacher was a white male. One other former student in the class was in the control group while three former students were in the treatment group. The post-test teacher was a white female. This teacher had three other students in the control group - two pre-test, one post-test, and two students in the treatment group - post-test.

The pre- and post-test behavior patterns are remarkedly similar and within the normal range on all domains. An area that both teachers rated the highest (but still within the average range) was the Immature category.

Table 23

Teacher Reported Behavior Problems - Boys 6-11

Subject 6, Control Group

Domain	Cut-off Score Normal Range	Pre-test Score	Post-test Score
Anxious	15	7	1
Social Withdrawal	9	16	4
Unpopular	9	9	0
Self-Destructive	5	5	1
Obsessive-Compulsive	7-8	9	0
Inattentive	28-29	33	17
Nervous-Hyperactive	9	3	2
Aggressive	41-42	10	7

Case Summary

This subject was an 11-year-old fifth grader when the questionnaires were completed by his former and present teachers. His pre-test teacher was a white male. One other former student in the class was in the control group while three former students were in the treatment group. The post-test teacher was a white female. This teacher completed forms for five other students in the control group (two pre-tests, one post-test), and two students in the treatment group (post-test).

Three domains were rated by the pre-test teacher as problem areas: Social Withdrawal, Obsessive-Compulsive and Inattentive. Borderline problem areas were Unpopular and Self-Destructive. The post-test teacher's ratings indicated no difficulties on any of the areas measured.

Table 24

Teacher Reported Behavior Problems - Boys 6-11

Subject 7, Control Group

Domain	Cut-off Score Normal Range	Pre-test Score	Post-test Score
Anxious	15	2	16
Social Withdrawal	9	0	13
Unpopular	9	3	11
Self-Destructive	5	0	3
Obsessive-Compulsive	7-8	0	10
Inattentive	28-29	5	33
Nervous-Hyperactive	9	3	6
Aggressive	41-42	3	46

Case Summary

This student was an 11-year-old sixth grader when the questionnaires were completed by his former and present teachers. The pre-test teacher was a white female who completed forms for three students in the control group and two students in the treatment group. The post-test teacher was a white male who completed questionnaires for two students in the control group.

The results of the pre- and post-test scores are quite unexpected. The pre-test teacher found few behavior problems, all of which were within the lower extreme of the normal range. In contrast, the post-test teacher found behavior problems above the normal range in all domains.

The profile of the post-test scores reveal more difficulty on the Aggressive, Inattentive and Obsessive-Compulsive scales when scores were compared.

Table 25

Teacher Reported Behavior Problems - Boys 12 - 16

Subject 8, Control Group

Domain	Cut-off Score Normal Range	Pre-test Score	Post-test Score
Social Withdrawal	14	3	2
Anxious	12	0	1
Unpopular	5	0	0
Obsessive-Compulsive	6	0	0
Immature	3	0	0
Self-Destructive	6	1	1
Inattentive	24	14	6
Aggressive	46	4	5

Case Summary

This subject was a 12-year-old sixth grader when the questionnaires were completed by his former and present teachers. The pre-test teacher was a white female who completed forms for three students in the control

group and two students in the treatment group. The post-test teacher was a white female who had one subject in the control group and one in the treatment group.

Both teachers rated this subject within the lower extreme of the normal range for behavior problems.

Table 26

Teacher Reported Behavior Problems - Boys 12 -16

Subject 9, Treatment Group

Domain	Cut-off Score Normal Range	Pre-test Score	Post-test Score
Social Withdrawal	14	0	6
Anxious	12	1	3
Unpopular	5	0	2
Obsessive-Compulsive	6	0	3
Immature	3	0	0
Self-Destructive	6	0	2
Inattentive	24	2	17
Aggressive	46	6	21

Case Summary

This subject was a 12-year-old sixth grader when the questionnaire was completed by his former and present teachers. His fifth grade teacher was a black male. This teacher had another former student and one of his present students participating in the treatment group. His sixth grade teacher was a black female who had two subjects

participating in the treatment group and one student in the control group.

The pre-test teacher indicated that the student was chosen as a role model for other group members, and he did not perceive the child as exhibiting disruptive behaviors.

Both teachers rated this subject within the normal range of behaviors for boys this age. However, the post-test teacher indicated more problems.

Table 27

Teacher Reported Behavior Problems - Boys 6-11

Subject 10, Treatment Group

Domain	Cut-off Score Normal Range	Pre-test Score	Post-test Score
Anxious	15	3	1
Social Withdrawal	9	5	6
Unpopular	9	1	4
Self-Destructive	5	1	0
Obsessive-Compulsive	7-8	3	2
Inattentive	28-29	24	25
Nervous-Hyperactive	9	4	5
Aggressive	41-42	35	30

Case Summary

This subject was an 11-year-old sixth grader when the teachers completed the questionnaires. His fifth grade teacher was a black female who had two former students participating in the treatment

group. His sixth grade teacher was a black female who had two students participating in the treatment group and one student in the control group.

Both teachers recognized and identified similar problem areas for this subject; however, all of the problem behaviors fell within the normal range for his age. It appeared that this student responded to both teachers in similar fashion.

Table 28

Teacher Reported Behavior Problems - Boys 6-11

Subject 11, Treatment Group

Domain	Cut-off Score Normal Range	Pre-test Score	Post-test Score
Anxious	15	9	6
Social Withdrawal	9	12	11
Unpopular	9	13	7
Self-Destructive	5	10	7
Obsessive-Compulsive	7-8	9	9
Inattentive	28-29	26	23
Nervous-Hyperactive	9	6	6
Aggressive	41-42	48	35

Case Summary

This subject was an 11-year-old fifth grader when the questionnaires were completed by his former and present teachers. His pre-test teacher was a white female, and this subject was the only former student who participated in the program. The fifth grade teacher was a black male,

who also had one former student participating in the control group and one former student participating in the treatment group.

Although the post-test results reveal fewer behavior problems, this subject continues to demonstrate difficulties above the normal range in the domains of Social Withdrawal, Unpopular, Obsessive-Compulsive, Immature and Self-Destructive. The pre-test teacher also ranked Anxious and Aggressive as above the normal range while the post-test teacher identified problems, but they were not severe enough to be ranked highly. Both teachers found that this subject's behaviors were normal in the Inattentive domain.

Table 29

Teacher Reported Behavior Problems - Boys 12 - 16

Subject 12, Treatment Group

Domain	Cut-off Score Normal Range	Pre-test Score	Post-test Score
Social Withdrawal	14	11	6
Anxious	12	15	6
Unpopular	5	7	1
Obsessive-Compulsive	6	6	4
Immature	3	4	1
Self-Destructive	6	8	2
Inattentive	24	20	18
Aggressive	46	51	49

Case Summary

This subject was a 12-year-old sixth grader when the questionnaires were completed by his former and present teachers. His pre-test teacher was a white male who had one former student participating in the treatment group. His post-test teacher was a white female who had one student participating in each of the groups, Treatment and Control.

These results reveal that the subject's pre-test scores are above the normal range in the domains of Anxious, Unpopular, Immature, Self-Destructive and Aggressive. While behaviors are identified in the domains of Social Withdrawal, Obsessive-Compulsive and Inattentive, these are within the normal range. The post-test results indicate normal behaviors in all domains except Aggressive.

These scores are as expected, with fewer problems indicated on the post-test report.

Table 30

Teacher Reported Behavior Problems - Boys 6-11

Subject 13, Treatment Group

Domain	Cut-off Score Normal Range	Pre-test Score	Post-test Score
Anxious	15	2	4
Social Withdrawal	9	3	4
Unpopular	9	4	9
Self-Destructive	5	1	3
Obsessive-Compulsive	7-8	1	6
Inattentive	28-29	17	19
Nervous-Hyperactive	9	5	10
Aggressive	41-42	47	64

Case Summary

This subject was an 11-year-old fifth grader when his teachers completed the questionnaires. His fourth grade teacher was a white male. Two former students in the class were in the treatment group, while two former students were in the control group. The fifth grade teacher was a white female. One of her former students was in the control group and two students participated in the treatment group.

Contrary to the researcher's expectations, the post-test scores revealed more difficulties than the pre-test scores with the areas of Nervous-Overactive and Aggressive being identified as problem areas above the normal range. The Aggressive domain was the only area above

the normal range that was identified by both teachers as a problem area.

Table 31

Teacher Reported Behavior Problems - Boys 12-16

Subject 14, Treatment Group

Domain	Cut-off Score Normal Range	Pre-test Score	Post-test Score
Social Withdrawal	14	11	3
Anxious	12	6	1
Unpopular	5	8	2
Obsessive-Compulsive	6+	4	0
Immature	3	3	1
Self-Destructive	6	6	4
Inattentive	24+	19	12
Aggressive	46	48	15

Case Summary

This subject was a 12-year-old fifth grader when the questionnaires were completed by his former and present teachers. His pre-test teacher was a white male. Two former students in the class were in the control group, while two other former students were also in the treatment group. The post-test teacher was a white female. This teacher completed forms for four students in the control group (two pre-tests, two post-tests) and two students in the treatment group (post-test).

Two domains, Unpopular and Aggressive, were rated by the pre-test teachers as problem behaviors, and two domains, Immature and Self-

Destructive, were borderline. The post-test teacher rated all behaviors as being within the normal range, as expected by the researcher.

Table 32

Teacher Reported Behavior Problems - Boys Aged 6-11

Subject 15, Treatment Group

Domain	Cut-off Score Normal Range	Pre-test Score	Post-test Score
Anxious	15	3	2
Social Withdrawal	9	8	6
Unpopular	9	6	5
Self-Destructive	5+	4	4
Obsessive-Compulsive	7-8	5	12
Inattentive	28-29+	28	28
Nervous-Overactive	9	9	9
Aggressive	41-42	56	67

Case Summary

This subject was an 11-year-old fifth grader when the questionnaires were completed by the teachers. His fourth grade teacher was a white male. Two former students in the class were in the treatment group, while two former students were in the control group. The fifth grade teacher was a white female. One of her former students was in the control group and two students participated in the treatment group.

Results reveal that the pre-test teacher rated the subject highly on the Obsessive-Compulsive and Aggressive domains, and rated with a borderline score on the Nervous-Overactive domain. The post-test

teacher rated the Aggressive domain as a problem area, with Nervous-Overactive as borderline.

Table 33

Teacher Reported Behavior Problems - Boys Aged 6-11

Subject 16, Treatment Group

Domain	Cut-off Score Normal Range	Pre-test Score	Post-test Score
Anxious	15	3	0
Social Withdrawal	9	3	1
Unpopular	9	2	1
Self-Destructive	5+	0	0
Obsessive-Compulsive	7-8	2	1
Inattentive	28-29+	22	16
Nervous-Overactive	9	2	1
Aggressive	41-42	6	1

Case Summary

This subject was an 11-year-old fifth grader when his teachers completed the questionnaires. The pre-test teacher was a white female who only had one subject participating in the study while the post-test teacher had six students (two pre-test control; two post-test control; two post-test treatment) participating in the study.

The results were remarkedly similar, with no scores exceeding the normal range. While the Inattentive domain was slightly elevated for both respondents, the score was still within the normal range.

Summary

The case summaries presented information regarding the responses of teachers, analysis of domain scores and a comparison of pre-post test results as perceived by the responding teachers.

In general, the responses were as the researcher expected, with post-test scores on most subjects indicating less disruptive behaviors than pre-test scores. Exceptions were noted for Subjects #7 and #13. For Subject #7, the pre-test scores were at the lower extreme of the normal range and the post-test scores were generally above the normal range. This may have partially been attributed to the change of teacher (teacher shock) and personality differences between the teacher and student. Although the profile on Subject #13 was similar, post-test scores revealed more problem behaviors. However, these were within the normal range, with the exception of the Aggressive domain, which was ranked highly by both teachers.

Section III - Case Summaries of the Responses of Parents on the Child Behavior Checklist (CBCL)

This section addressed the second research question: Does participation in the Getting Away Clean program effect disruptive school behaviors of the black male child as measured by the Parent's Form of the CBCL?

Case summaries of the responses of parents/guardinas of treatment group subjects on the parent questionnaire (CBCL) are presented in this section.

There was one hundred percent (100%) participation of the parents. Generally, parent responses were consistent with the teacher reports. From personal interviews, it was noted that four parents indicated that the program was effective for their child, three believed the program helped to some extent, and one did not believe that the program was effective for her child. It is indicated, however, that teachers for this particular student observed less disruptive behaviors after the subject participated in the program.

Graphic representations of the summaries are presented in Appendix E.

Table 34

Revised Child Behavior Profile - Boys 12 - 16

Subject 9, Treatment Group

Domain	Cut-off Score Normal Range	Score
Somatic Complaints	7	3
Schizoid	5	5
Uncommunicative	13	9
Immature	4	2
Obsessive-Compulsive	6	5
Hostile Withdrawal	9	1
Delinquent	7	1
Aggressive	21	12
Hyperactive	9	5

Case Summary

Information for this subject was obtained from his mother. Results reveal that the subject's behavior falls within the normal range for boys his age. His mother thought the program was good for him, and indicated that the 1988-89 school year was one of his better years. These results are consistent with the responses of the teachers on the TRF.

Table 35

Revised Child Behavior Profile - Boys Aged 6-11

Subject 10, Treatment Group

Domain	Cut-off Score Normal Range	Score
Schizoid or Anxious	4	2
Depressed	12	4
Uncommunicative	5	2
Obsessive-Compulsive	9	6
Somatic Complaints	4	0
Social Withdrawal	6	2
Hyperactive	10	5
Aggressive	20	21
Delinquent	5	3

Case Summary

The subject's mother provided responses to the questionnaire. Problem behaviors are revealed on the Aggressive domain, with behaviors as argues, disobeys at school, poor peer relations and stubborn revealed as problems. All other domains are reported to be within the normal range for his age. The subject's mother indicated that the subject responded better in school for a while, but stopped soon after and reverted back to disruptive behaviors. She did not feel that the effects of the program were long-term, even though the subject was still participating in the sessions. Teacher responses were all within the normal range of behaviors.

Table 36

Revised Child Behavior Profile - Boys Aged 6-11

Subject 11, Treatment Group

Domain	Cut-off Score Normal Range	Score
Schizoid or Anxious	4	0
Depressed	12	14
Uncommunicative	5	7
Obsessive-Compulsive	9	5
Somatic Complaints	4	1
Social Withdrawal	6	10
Hyperactive	10	7
Aggressive	20	21
Delinquent	5	1

Case Summary

Responses to the questionnaire were obtained from the subject's mother. Several domains were revealed as problem areas. These domains were Depressed, Uncommunicative, Social Withdrawal, and Aggressive, and included such behaviors as fights, stubborn and jealous. The respondent indicated that the subject talked often about the program and enjoyed it. He learned concepts and wanted to go back to the program for the 1989-90 school year. His mother felt that he received good things from the program. These responses are consistent with the teacher responses on the TRF, indicating several problem areas.

Table 37

Revised Child Behavior Profile - Boys 12 - 16

Subject 12, Treatment Group

Domain	Cut-off Score Normal Range	Score
Somatic Complaints	7	0
Schizoid	5	1
Uncommunicative	13	1
Immature	4	0
Obsessive-Compulsive	6	0
Hostile Withdrawal	9	0
Delinquent	7	2
Aggressive	21	0
Hyperactive	9	1

Case Summary

The responses to the questionnaire were completed by the subject's mother. All scores were within the lower extreme of the average range, with few problem behaviors identified. She believed that the subject's participation in the program helped and she could see improvement in his behavior. This is consistent with the responses on the TRF. The post-test teacher also indicated improved behaviors.

Table 38

Revised Child Behavior Profile - Boys Aged 6-11

Subject 13, Treatment Group

Domain	Cut-off Score Normal Range	Score
Schizoid or Anxious	4	4
Depressed	12	9
Uncommunicative	5	8
Obsessive-Compulsive	9	2
Somatic Complaints	4	1
Social Withdrawal	6	3
Hyperactive	10	5
Aggressive	20	20
Delinquent	5	3

Case Summary

Information for the questionnaire was obtained from the subject's mother. One domain, Uncommunicative, was identified as a problem area. Behaviors as shy and timid, and stubborn were identified. Other domain scores revealed behaviors within the average range. His mother believed that the program helped some, but not that much. There continued to be problems with his behavior and she continued to receive calls from school regarding disruptiveness. Scores of the TRF are consistent, in that post-test scores reveal more problem behaviors than the pre-test scores.

Table 39

Revised Child Behavior Profile - Boys 12 - 16

Subject 14, Treatment Group

Domain	Cut-off Score Normal Range	Score
Somatic Complaints	7	5
Schizoid	5	5
Uncommunicative	13	3
Immature	4	1
Obsessive-Compulsive	6	3
Hostile Withdrawal	9	2
Delinquent	7	4
Aggressive	21	4
Hyperactive	9	4

Case Summary

The subject's mother was the respondent for the questionnaire. All behaviors are within the normal range for a child his age. His mother believed that the program was good and effective for this subject. Teacher responses are consistent, with the post-test scores indicating improved behaviors.

Table 40

Revised Child Behavior Profile - Boys Aged 6-11

Subject 15, Treatment Group

Domain	Cut-off Score Normal Range	Score
Schizoid or Anxious	4	5
Depressed	12	12
Uncommunicative	5	6
Obsessive-Compulsive	9	11
Somatic Complaints	4	2
Social Withdrawal	6	6
Hyperactive	10	7
Aggressive	20	35
Delinquent	5	7

Case Summary

The respondent for this questionnaire was the subject's mother. Several domains were revealed as problems: Schizoid or Anxious, Uncommunicative, Obsessive-Compulsive, Aggressive, and Delinquent. Behaviors as bad friends, lies, cheats, disobeys at school, and poor peer relations were identified as problems. His mother believed that the program did not help the subject, and that he exhibited behaviors that she could not describe but "got on her nerves". She indicated that she wanted some help with all of her children. The responses of the teachers revealed more positive scores than the parent

questionnaire, suggesting that the child responded to the structure and acceptance of the school setting.

Table 41

Revised Child Behavior Profile - Boys Aged 6-11

Subject 16, Treatment Group

Domain	Cut-off Score Normal Range	Score
Schizoid or Anxious	4	1
Depressed	12	2
Uncommunicative	5	3
Obsessive-Compulsive	9	2
Somatic Complaints	4	0
Social Withdrawal	6	0
Hyperactive	10	4
Aggressive	20	8
Delinquent	5	3

Case Summary

The subject's mother provided information for the questionnaire. All responses are within the normal range for a child his age. His mother indicated that the subject enjoyed the program. However, he appeared to be more mischievous after he went into the program. It also appeared that the peers he chose after entering the program were more likely to get into trouble than those he associated with before participating in the program. His teachers, both pre- and post-test,

Summary

Parent responses indicated that most parents rated their children within the normal range. The parent of Subject #11 indicated some problem behaviors, but believed that the program was effective for her child. The responses of the parent of Subject #15 revealed several problem behaviors, and the respondent did not feel that the program was beneficial for her child. Teacher post-test responses for this student were basically within the normal range, with the exception of the Aggressive domain, and suggested that the child responded somewhat positively to the school environment.

Section IV - Summary

This chapter provided statistical analyses of the responses of teachers on the Teacher's Report Form. The Rank Transform Analysis of Covariance (ANCOVA) was used to test the overall scores, the Mann-Whitney Wilcoxon nonparametric tests were completed to determine statistically significant differences between the two groups, and the Wilcoxon Signed Rank Tests were used to determine a statistically significant difference between pre- and post-test data overall and by group. In addition, these analyses were performed on four selected subscales of the TRF that one would expect to be impacted by the Getting Away Clean program. Multi-variate Tests of Significane were also computed on these four domains. Case summaries of the responses of teachers on the Teacher's Report Form and parents on the Child Behavior Checklist of treatment group subjects were presented to provide background and narrative information. The parent summaries also furnish the reader with the parents' personal views of the program and its effect on their child's behavior. Graphic representations are also presented for the responses of the TRF and the CBCL.

CHAPTER V

SUMMARY, DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

The purpose of this chapter was to provide a summary of the purpose of this study, discussion of findings, conclusions and recommendations.

Summary

The purpose of this study was to evaluate the effects of the Getting Away Clean program on disruptive school behaviors in the black male child, based on responses of teachers and parents or parent surrogates. The investigation sought to answer the following questions:

1. Does participation in the Getting Away Clean program reduce disruptive school behaviors in the black male child as measured by the Teacher's Report From (TRF) of the Child Behavior Checklist (CBCL)?
2. Does participation in the Getting Away Clean program effect disruptive school behaviors of the black male child as measured by the parent's form of the Child Behavior Checklist (CBCL)?

Parent permission was obtained for selected fifth and sixth grade black male students from two elementary schools who were identified for the study. Eight students, identified by teachers and the elementary school counselor who had exhibited disruptive behaviors in the school setting or who needed to acquire skills to counteract negative peer pressure, were assigned to the treatment group.

A matched group, on selected variables, of eight black male students from two elementary schools was identified for the control group; these students received no treatment.

The Child Behavior Checklist (CBCL) was used to evaluate this study. Two parts of the CBCL were utilized. The parent questionnaire (CBCL) provided responses from parents or parent surrogates of the treatment group subjects. The teacher questionnaire (TRF) provided ex post facto information from the 1987-88 teachers for the pre-test data, and information from the 1988-89 teachers for post-test data.

Rank Transform Analysis of Covariance (ANCOVA) were computed for each grouping. Mann-Whitney Wilcoxon nonparametric tests were completed on each subscale to determine if there were any statistically significant differences between the two groups. To compare the pre- and post-test subscale total scores, Wilcoxon Signed Rank Tests were completed. In addition, the same statistical analyses were performed on four specific domains (Anxious, Social Withdrawal, Inattentive, and Aggressive) that were expected to be impacted by the Getting Away Clean program. Multivariate Tests of Significance were also computed on these measures.

Case summaries and analyses were also presented for each subject on information obtained from the teacher and parent responses.

Discussion

Question 1: Does participation in the Getting Away Clean program reduce disruptive school behaviors in the black male child as measured by the Teacher's Report Form (TRF) of the Child Behavior Checklist (CBCL)?

The results of the statistical analyses revealed no statistically significant differences in the scores of pre- and post-tests of the TRF for all subjects on all domains. However, raw score analyses and graphic representations revealed that for most subjects, there was improvement in behaviors, as indicated by the lowered post-test scores. Thirteen of the sixteen subjects had reduced scores.

When one control group subject with extreme scores was eliminated, the covariate was found to be statistically significant suggesting greater precision in the analysis.

Statistical analyses were performed on four selected subtests on which the treatment would most likely make a difference: Anxious, Social Withdrawal, Inattentive, and Aggressive. For all subjects, results indicated no statistically significant differences between the treatment and control groups on these measures on post-test scores. The covariate, however, was found to be statistically significant. When one control group subject with extreme scores was eliminated, statistically significant changes on the Anxious, Social Withdrawal and Aggressive scales were found. Indications are that the extreme scores of this subject skewed the group distribution.

School-based programs developed to teach appropriate behaviors and skills have become increasingly more popular and have met with moderate successes (Goldstein, et al., 1986; Prothrow-Smith, 1986; Spivack, et al., 1979). The results of this study, although a statistically significant difference was not indicated, demonstrated that the Getting Away Clean program may have promise as a school-based strategy for reducing disruptive school behavior.

Question 2: Does participation in the Getting Away Clean program effect disruptive school behaviors of the black male child as measured by the parent's form of the Child Behavior Checklist (CBCL)?

Generally, the parent's perceptions of the child's behavior was not unlike that of the reporting teachers. Most parent responses were consistent with the teacher responses for exhibited behaviors. From personal interviews, it was noted that four parents (50%) indicated that the program was effective for their children, three parents (37.5%) believed that the program helped to some extent, and one parent (12.5) did not believe the program was effective for her child. Even though the parent did not feel that the program was effective, the teachers for this particular student observed less disruptive behaviors after the subject participated in the program. The discrepancy of the teacher and parents responses may be, in part, attributed to the setting -- home verses school.

Cummings (1977), Kunjufu (1984) and Witherspoon (1987) stated that peer, neighborhood, and school experiences often play a greater role than family experiences in shaping personal attitudes and characteristics among black males, that the peer group is the greatest competitor to the family structure and that it exerts greater influence on a youth than does his family. Results of this study suggested that experiences outside of the home environment may impact upon student behavior and the results add validation to the afore-mentioned research conclusions.

Results also indicated that disruptive school behaviors were reduced as a whole. However, it could not be determined that the program was totally responsible for the change in the child's behavior. One reason

for being unable to make this determination was attributed to the impact of the small sample size.

Conclusions

On the basis of the findings of this study, the following conclusions are presented.

While a statistically significant difference was not found between the pre and post measures for all subjects, positive effects are noted and the Getting Away Clean program can be considered an alternative strategy for reducing disruptive school behaviors.

The effects of the home environment cannot be minimized. Parent participation and reinforcement of the principles of the program could be considered pivotal in the success of the Getting Away Clean program. The parents of the subjects in this study, while interested in the development of positive behaviors and productive thinking skills in their children, were not actively involved or trained in the implementation or reinforcement of the principles of the program. Therefore, an essential component of the program was missing.

The change in teachers from one year to the next and different teacher expectations could have been strong determinants in the change or lack of change in reported behaviors of students.

Recommendations

This study was the first formal evaluation of the Getting Away Clean program and was, thus, a baseline development study. Consequently, several recommendations have emerged as a result of the study for the practitioner's use.

1. The program should be administered within a time frame more consistent with the original program design (ten weeks) that will emphasize the key aspects of the program, that will allow practice of the concepts and techniques, and that will provide reinforcement for the students. The extended time period of the program in this study (October, 1988 - May, 1989) may have diluted the impact of skill acquisition.

2. Teachers, parents and counselors should be trained in the principles and procedures underlying the Getting Away Clean program to provide reinforcement for the subjects and consistency for maximum success of the program.

3. Parent communication is an essential component of the success of the program. This communication between parent and school should be a key element in the program guidelines.

4. Information from program participants regarding their impressions of the program and its effects may contribute to the analysis of the program.

The following recommentations are made for further research study.

1. The pre- and post-test procedures should be administered by outside raters trained to evaluate data. This will allow consistency and subjectivity in the reports and results. The pre- and post-test measures should be taken immediately before the onset of the program and immediately after termination of the program, to reduce as many interfering or extraneous factors as possible.

2. A follow-up longitudinal study with a larger sample of black males should be pursued.

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APPENDIX A

Application to Perform Research

Mini-Proposal

Letter Granting Permission to

Conduct Research

APPLICATION TO PERFORM RESEARCH

ALEXANDRIA SCHOOL DISTRICT

Monitoring and Evaluation
3801 W. Braddock Road
P.O. Box 16270
Alexandria, Virginia 22302

I. Name of Primary Investigator Sharon E. Ferguson

Position student Affiliation Virginia Tech

Home Address 6270 Edsall Road, #303, Alexandria, Va. 22312

Office Phone 703/358-6061 Home Phone 703/751-0650

Names of Additional Members of Research Team

Name _____ Phone _____

Name _____ Phone _____

Name _____ Phone _____

II. Project Title The Effects of a Productive Thinking Skills Model on Disruptive School Behaviors in the Black Male Ch

* Description The Getting Away Clean program is a peer pressure reversal skills program designed to empower students with the interpersonal skills needed to successfully negotiate their social environments. Productive thinking skills are an integral part of this process.

III. Participant Involvement

Number of Subjects	Time Requirements
Pupils 16	1½ hours weekly in each school
Teachers 12	1 hour of planning time (for interview)
Administrators ___	_____
Parents 16	1 hour- each individual family

* See page 3 of application

Describe the involvement required of subjects and attach your parent permission form letter, if appropriate. Please describe other data requirements .

Students are currently attending group sessions. They will be involved only as participants being observed.

Number of persons visiting sites in connection with Project

1 (researcher)

IV. **Project Requirements:**

Number and Type of School(s):

Elementary (K-6) X Junior High (7-9) ___ Secondary (10-12) ___

Total number of schools 2 Total number of Classrooms --

Grades required 5 & 6 Other School Characteristics _____

Schools selected with Clean programs already implemented

Do you require any specific schools? Names Patrick Henry and Polk Elementary Schools

Starting Date of Research immediately after approval

Ending Date of Research eight (8) weeks after starting date

Frequency of Contact 1½ - 2 hours per week at each school

V. **Results:**

What is the Anticipated Value of the Research?
In general? To ascertain that teaching productive thinking skills to the Black male child will empower the child to exhibit appropriate behaviors and negotiate his social environment
To the Alexandria School District? The results and activities of this program will generalize to other situations, and resources will be channeled to the majority group; there is long range impact to all students; peer counseling can develop from this program.

VI. **References:**

Are Other School Systems Involved In This Research? No

Please name _____

Have you conducted Research in other School Systems? No

Please name _____

VII. **UPON COMPLETION OF THE RESEARCH YOU WILL BE REQUIRED TO SUBMIT TWO COPIES OF THE REPORT (OR SUMMARY).**

The Documents Can Be Expected By (date) June, 1989 (summary)

1) Sharon E. Ferguson — March 8, 1989
Signature of Applicant — Date

2) Johrnie H. Miles — VPI & SU
PRINT - Name of Institution Advisor, Professor or Supervisor — Institution

3) Johnie H. Miles — (703) 698-6055
Signature of Advisor, Professor or Supervisor — Office Telephone

* The Getting Away Clean program has already been implemented in the Alexandria school system, and my research will study the effects of this program on student behaviors of the Black male child. Polk and Henry Elementary Schools have been (08-25-88) targeted as the school populations I propose to study. Students have previously been identified and have been involved in the program.

A Mini-Proposal
Presented to the
Alexandria City Schools

THE EFFECTS OF A PRODUCTIVE THINKING SKILLS MODEL ON DISRUPTIVE SCHOOL BEHAVIORS IN THE BLACK MALE CHILD

Submitted by: Sharon E. Ferguson

A Mini-Proposal

The Effects of a Productive Thinking Skills Model on Disruptive School Behaviors in the Black Male Child

Introduction

Disruptive behaviors in the public school system have become of much concern to educators. Many of the students who exhibit disruptive behaviors have low self-esteem, poor motivation, and little interest in educational or academic achievement.

During childhood, the Black male reacts to a pre-established socialization process. However, as he matures, he begins an aggressive (and sometimes misguided) search for identity (Jones, 1986). This aggression can also result in disruptive behaviors within the school system, which may in part, account for the lack of academic achievement among the Black male child.

Based upon the interpersonal skills-based communication models of Robert Carkhuff is a skill model of handling negative peer pressure and successfully negotiating the negative social environment which children encounter. "Getting away" -- clean, positive and helpful -- will enable the child to create his own positive subculture based upon positive peer pressure leading to free choice and constructive growth (Griffin, Linder, Logan-El, & Carkhuff, 1987).

Statement

The general purpose of the study is to evaluate the effects of the Getting Away Clean program (hereafter referred to as Clean) on disruptive school behaviors in the Black male child. To accomplish the general purpose, the primary objectives are to identify Black male characteristics, to identify disruptive school behaviors, and

to generate recommendations for applying productive thinking skills to reduce disruptive school behaviors in the Black male child.

Because little research has been done on this very significant topic, there is a scarcity of literature regarding procedures, practices, and/or methods to deal with the problem and to provide useful and feasible recommendations for helping these students garner a sense of academic achievement. It is important to look at the practical significance of the findings of this study in order to plan and implement a program to reduce and/or eliminate these behaviors in the Black male child. Decreasing these behaviors will, hopefully, motivate the student to become more receptive and responsive to the educational program.

Method

A. Sampling: The sample has been drawn from those Black students in grades five and six who have previously been identified as disruptive. Criteria included teacher and elementary counselor referrals. These students have been assigned to groups, which have been meeting for one and one-half (1½) hours per week with a trainer from the Clean program.

B. Collection of Data: The behaviors of students will be assessed using the Child Behavior Checklist (CBCL). The CBCL is designed to assess in a standardized format the behavioral problems and social competencies of children, ages four (4) to sixteen (16) years, as reported by parents. The Teacher's Report Form (TRF) is designed to obtain the teacher's assessment of many of the same problems that the parents rate on the CBCL. The CBCL is well documented psychometrically with adequate reliability and validity; focuses on a child's competencies as well as behavior problems;

is easily administered and can be scored without the use of a computer; provides a well-written manual; and, can provide cross-sectional data when used in conjunction with the TRF (9th Mental Measurement Yearbook).

C. Analysis: The study will utilize a post-test only design. The analysis of variance (ANOVA) and Chi Square are the statistical procedures to be used to determine the effects between the groups studied. Observations from teachers, counselors and parents, referral records, and grades will be reviewed.

Parent permission will be obtained from the parents before the study begins (see pages 5 & 6). In addition, individual interviews with parents will be held and the Parent Form of the CBCL will be administered.

Resources

Because the program is already in place in Polk and Henry Elementary Schools, there will be no additional cost to the system for training, materials. or resources. The researcher will cover the costs of evaluation materials. The program is presently being conducted in these schools in rooms conducive to effective group counseling sessions.

This researcher has spoken with Ms. Ardelia Hunter, principal of Henry Elementary School, and Dr. Sylvia Garrett, principal of Polk Elementary School, both of whom believe this study has merit and will produce results that will prove beneficial to the Alexandria school system.

Bibliography

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Mental Measurements Yearbook, 9th edition

Personel Information

Name: Sharon E. Ferguson

Address: 6270 Edsall Road, #303, Alexandria, Va. 22312
703/751-0650

Work: Arlington Public Schools, 1426 N. Quincy St.,
Arlington, Va. 22207. 703/358-6061

College: Virginia Polytechnic Institute and State University (VPI)

Degree Sought: Ed.D. in Counseling/Pupil Personnel Services

Major Advisor: Dr. Johnnie Miles

Dissertation Title: The Effects of a Productive Thinking Skills
Model on Disruptive School Behaviors in the Black Male Child

Date Presented: March 9, 1989

Alexandria City Public Schools
3801 West Braddock Road
Alexandria, Virginia 22302

March 21, 1989

Sharon E. Ferguson
6270 Edsall Rd. #303
Alexandria, VA. 22312

Dear Ms. Ferguson:

I am pleased to inform you that permission has been granted to conduct your research, The Effects of a Productive Thinking Skills Model on Disruptive School Behaviors in the Black Male Child. As we discussed yesterday, I need to have copies of all the instruments that you will use as part of your study. Also, please keep me apprised of any changes that you might make in the original design. Your contact persons for implementing your research will be Ms. Barbara Jones at Patrick Henry and Dr. Sylvia Garrett or Ms. Barbara Jones at Polk.

If I can be of any further assistance, please call me at 998-2124.

Sincerely,

Monte E. Dawson

Monte E. Dawson
Monitoring and Evaluation Specialist

cc: Sylvia Garrett
Ardelia Hunter
Maxine Wood

APPENDIX B

Letters to Parents

Consent and Confidentiality Form

Letters to Teachers

6270 Edsall Road, #303
Alexandria, Va. 22312

March 20, 1989

Dear Parents:

I am a doctoral candidate at Virginia Polytechnic Institute and State University and am in the process of conducting research for my dissertation by evaluating the effects of the Getting Away Clean program at Henry and Polk Elementary Schools.

My study would involve observing your child participating in the Clean program for eight weeks, scheduling interviews with you and your child's teacher, reviewing your child's grades for the 1987-89 school years, and having you and the teacher complete a questionnaire regarding your child's progress in the program.

Enclosed is a permission form allowing me to observe your child, reivew his grades for the 1987-88 and 1988-89 school years, and to talk with your child's teacher. All information is confidential and will be used for research purposes only.

I will be happy to meet with you to discuss this project. Please do not hesitate to contact me if you have questions or concerns. My work phone number is 358-6061. Thank you for your cooperation.

Sincerely,

Sharon E. Ferguson

CONSENT AND CONFIDENTIALITY FORM

I, _____, do give permission for my son, _____, to participate in the research study of the Getting Away Clean program with the understanding that the information gathered will be confidential. I further give permission for my child's grades to be reviewed.

_____
(Signature)

_____
(Date)

I, _____, do not give permission for my son, _____, to participate in the research study of the Getting Away Clean program.

_____
(Signature)

_____
(Date)

6270 Edsall Road, #303
Alexandria, Va. 22312

April 22, 1989

Dear Parents:

I am a doctoral candidate at Virginia Polytechnic Institute and State University, and am in the process of conducting research for my dissertation by evaluating the Getting Away Clean program at Henry Elementary School.

My study would involve observing your child participating in the Clean program, scheduling interviews with you and your child's teacher, reviewing your child's grades for the 1987-89 school years, and having you and the teacher complete a questionnaire regarding your child's progress in the program.

Enclosed is a permission form allowing me to observe your child, review his grades for the 1987-88 and 1988-89 school years, and to talk with your child's teacher. Please sign the form and return it in the addressed envelope to the counselor at your school, Mrs. Barbara Jones. All information is confidential and will be used for research purposes only.

This study has been reviewed and approved by Alexandria school system personnel. The principal of Henry School, Ms. Ardelia Hunter, believes the study has merit and will produce results that will prove beneficial to both your child and the school system.

I will be happy to meet with you to discuss this study. Please do not hesitate to contact me if you have questions or concerns. My work phone number is 358-6061. Thank you for your cooperation.

Sincerely,

Sharon E. Ferguson

Ardelia Hunter

enclosure

6270 Edsall Road, #303
Alexandria, Va. 22312

June 1, 1989

Dear Parents:

I am a doctoral student at Virginia Polytechnic Institute and State University, and am in the process of conducting research for my dissertation by evaluating the Getting Away Clean program at Henry Elementary School.

My study involves observing children who are participating in the program, reviewing their records, and interviewing their teachers and parents. The Getting Away Clean program is designed to teach skills of positive peer pressure and productive thinking skills. Parental permission has been obtained for those students participating in the program.

In addition, the project proposes to study behaviors of students not involved in the program. In order that I may make a comparison between students not participating in the study and those who are, I am requesting your permission to interview you and your child's teachers for the 1987-88 and 1988-89 school years. Your child's name will not be used in the study and all information is confidential and will be used for research purposes only.

Enclosed is a permission form allowing me to talk to your child's teachers and to interview you. Please sign the form and return it in the addressed envelope to the counselor at your child's school, Mrs. Barbara Jones.

This study has been reviewed and approved by Alexandria school system personnel. The principal of Henry School, Ms. Ardelia Hunter, believes the study has merit and will produce results that will prove beneficial for future planning for students in the school system.

I will be happy to meet with you to discuss this study. Please do not hesitate to contact me if you have questions or concerns. My work phone number is 358-6061. Thank you for your cooperation.

Sincerely,

Sharon E. Ferguson

Ardelia Hunter,
Principal

Enclosure

CONSENT AND CONFIDENTIALITY FORM

I, _____, do give permission for my son, _____, to participate in the research study of the Getting Away Clean program with the understanding that the information gathered will be confidential. I further give permission for my child's grades for the 1987-89 school years to be reviewed.

_____
(Signature)

_____
(Date)

I, _____, do not give permission for my son, _____, to participate in the research study of the Getting Away Clean program.

_____
(Signature)

_____
(Date)

6270 Edsall Road, #303
Alexandria, Va. 22312

June 1, 1989

Dear

I am a doctoral candidate at Virginia Polytechnic Institute and State University, and am conducting a research study with students at Henry Elementary School.

The focus of my study is to evaluate the effects of the Getting Away Clean program on student behavior. One of your students is participating in the group. Implicit in this research is an interview with the child's classroom teacher. The interview will take approximately twenty-five (25) minutes.

This study has been approved by Alexandria City school system personnel and Ms. Ardelia Hunter, the principal of Henry School. Parent permission has also been obtained which allows me to collect information from you.

I will be contacting you within the next few days to make an appointment to meet with you. I am willing to see you before or after school, or during your planning time.

I appreciate your taking time to assist me with this project. I am confident that the study will provide useful information in planning for the future needs of students in the Alexandria school system.

Sincerely,

Sharon E. Ferguson

Ardelia Hunter,
Principal

6270 Edsall Road, #303
Alexandria, Va. 22312

June 18, 1989

Dear

I am a doctoral student at Virginia Polytechnic Institute and State University, and am conducting a research study with students at Polk and Henry Elementary Schools.

The focus of my study is to evaluate the effects of the Getting Away Clean program on student behavior. Implicit in this study is to obtain records of those students who did not participate in the program, in order to compare results.

One of these students is in your classroom now, or was a former student. Enclosed is a questionnaire I would like for you to complete. Please complete pages 3 and 4 only, and return the questionnaire in the self-addressed envelope.

This study has been approved by the Alexandria School system personnel, Ms. Ardelia Hunter, and Dr. Sylvia Garrett. Parent permission has also been obtained which allows me to collect information from you.

I appreciate your taking time to assist me with this project at this time of the school year. I am confident that the study will provide useful information in planning for the future needs of students in the Alexandria school system.

Sincerely,

Sharon E. Ferguson

APPENDIX C

Letter of Consent to Use
Copyrighted Materials

6270 Edsall Road, #303
Alexandria, VA 22312

January 11, 1990

Dr. Thomas Achenbach
University Associates in Psychiatry
1 South Prospect Street
Burlington, VT 05401

Dear Dr. Achenbach:

I am presently completing a dissertation study using the Child Behavior Checklist and the Teacher's Report Form. I have found these instruments to be excellent tools and of great value to me. My dissertation is entitled "The Effects of the Getting Away Clean Program on Disruptive School Behaviors in the Black Male Child".

In reporting the research, I would like to include copies of the profiles on each student. I am requesting your permission to reproduce the completed profiles on the students in my study. I will not be reproducing the checklists themselves (CBCL or TRF).

Time is of the essence for the dissertation presentation, and I would appreciate a response as soon as possible. I understand that you are available for phone calls on Monday, Tuesday, and Thursday. I will contact you by phone on Tuesday, January 16th, to speak with you regarding this request.

Thank you for your cooperation. I am looking forward to speaking with you.

Sincerely,

Sharon E. Ferguson

Sharon E. Ferguson

You have our permission to reproduce the profiles in your study.

Jill Brown for T.M. Achenbach, Ph.D.

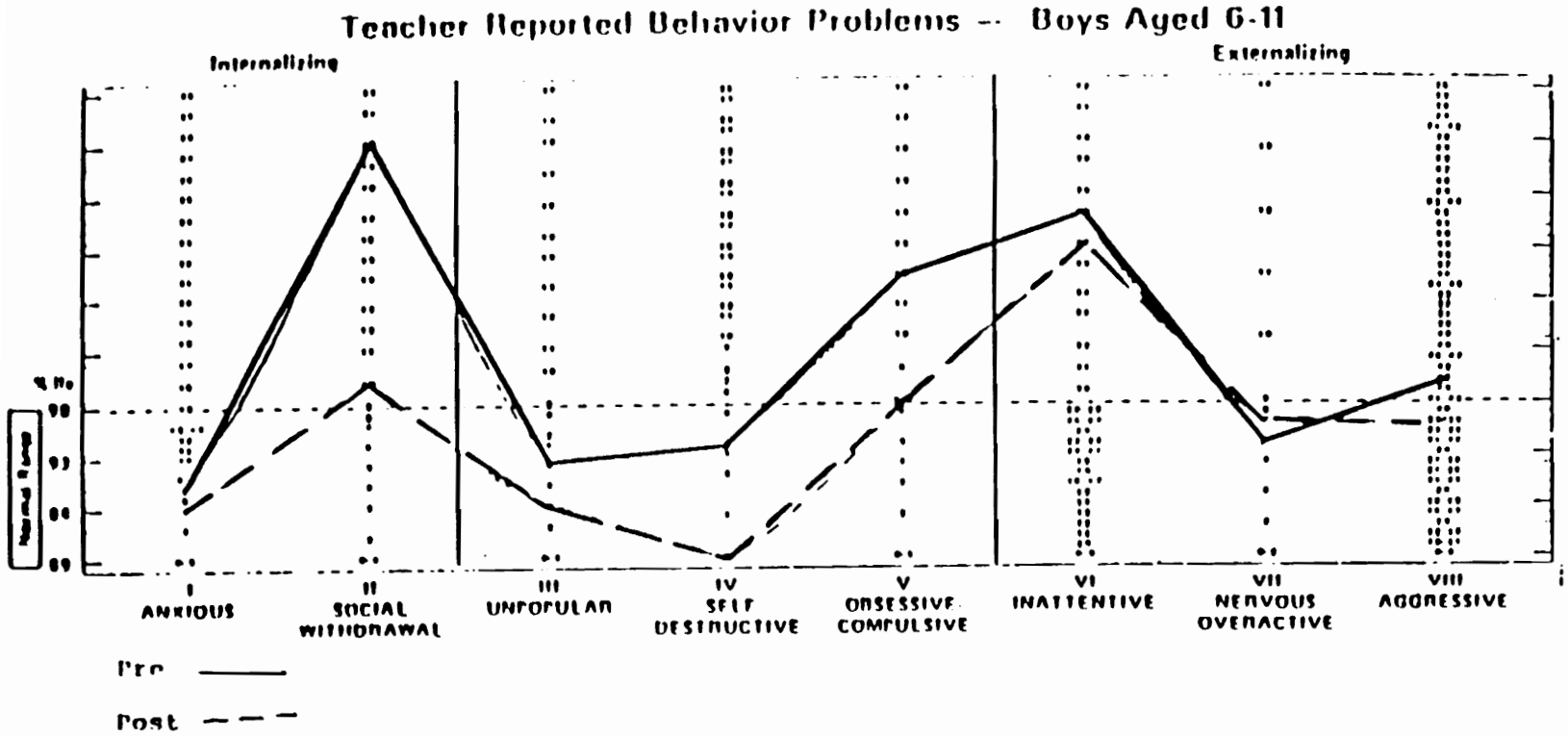
Jill Brown

Credit line to read: Copyright by T.M. Achenbach
Reproduced by permission

APPENDIX D

Profiles of Teacher Report Forms (TRF)

Copyright by T. M. Achenbach
Reproduced by permission



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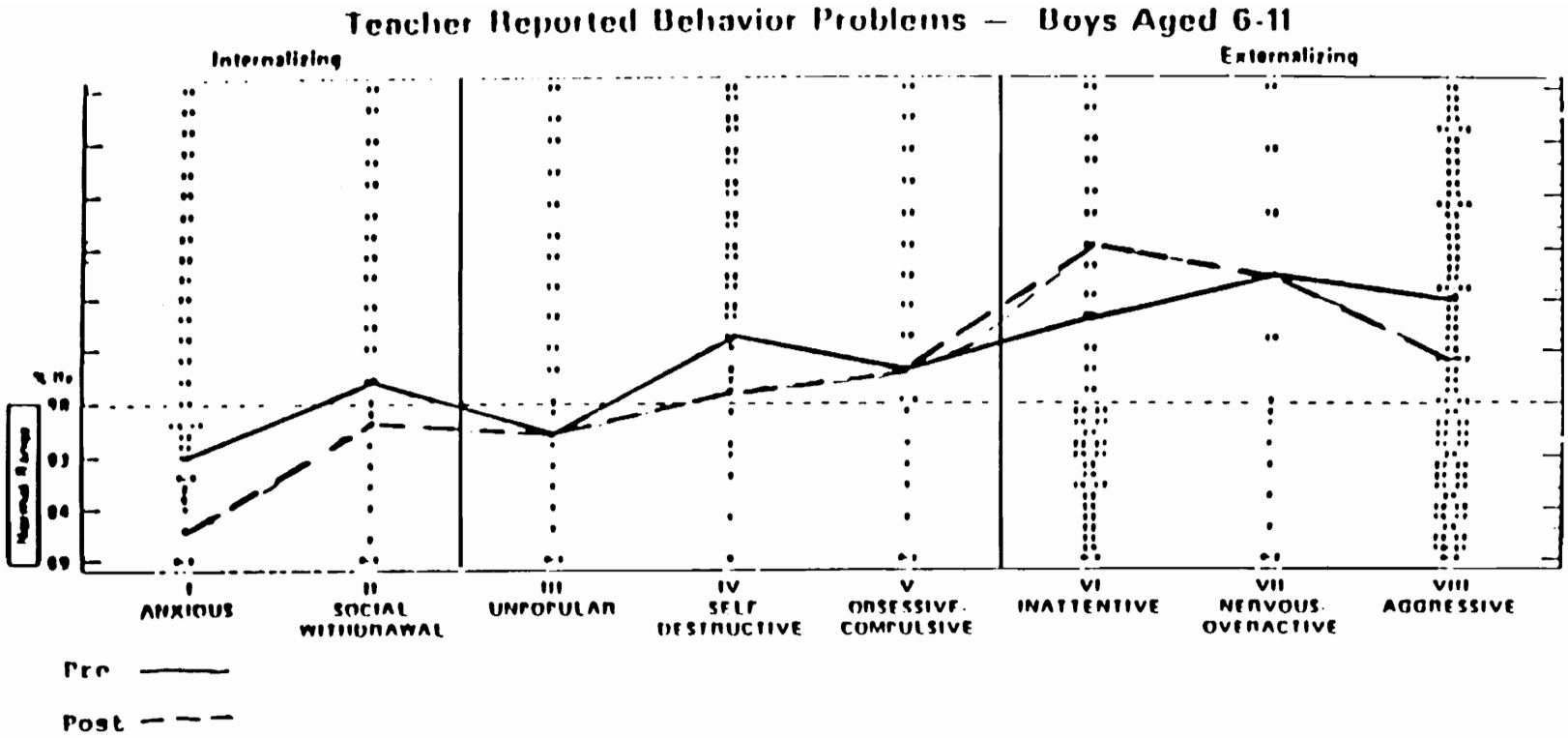

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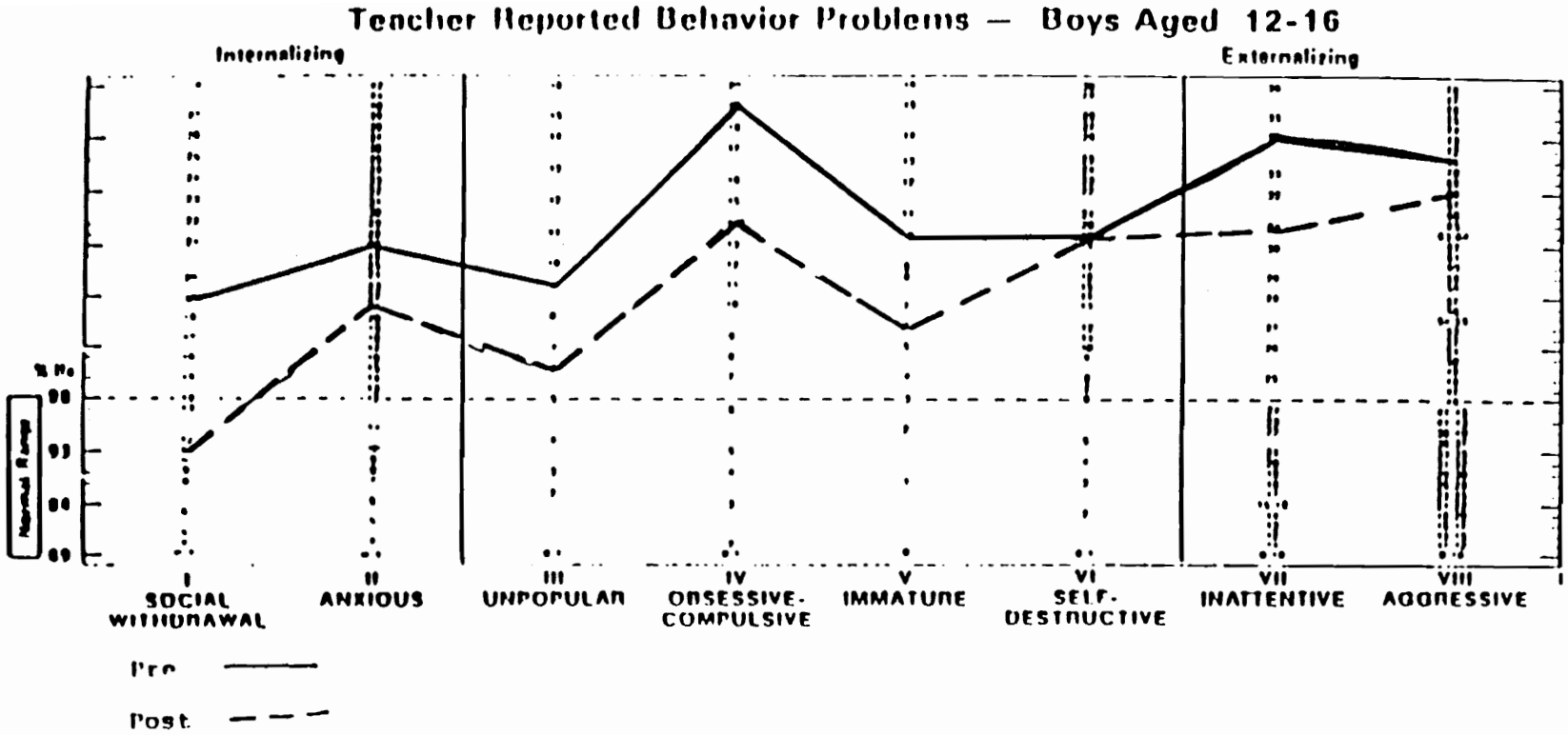

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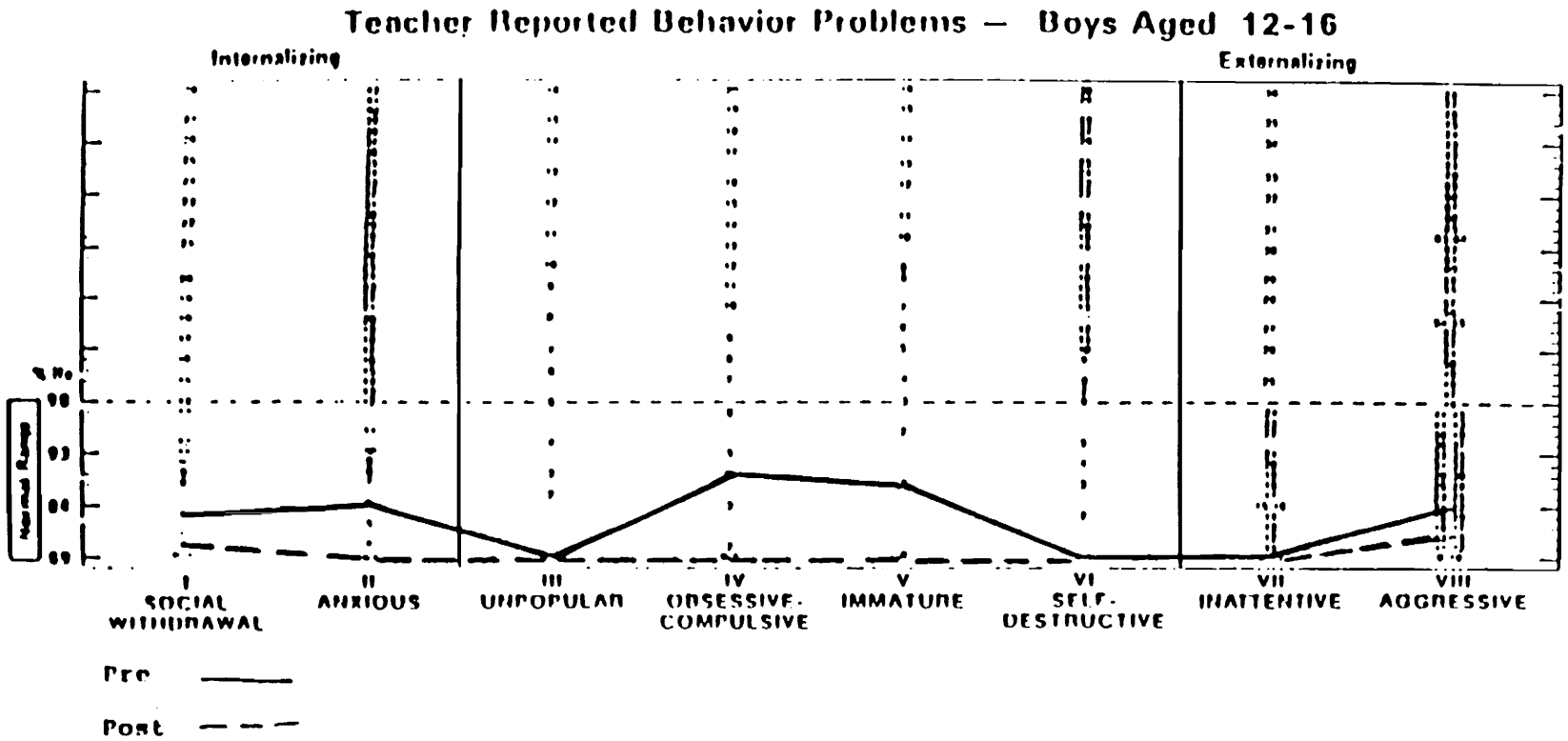

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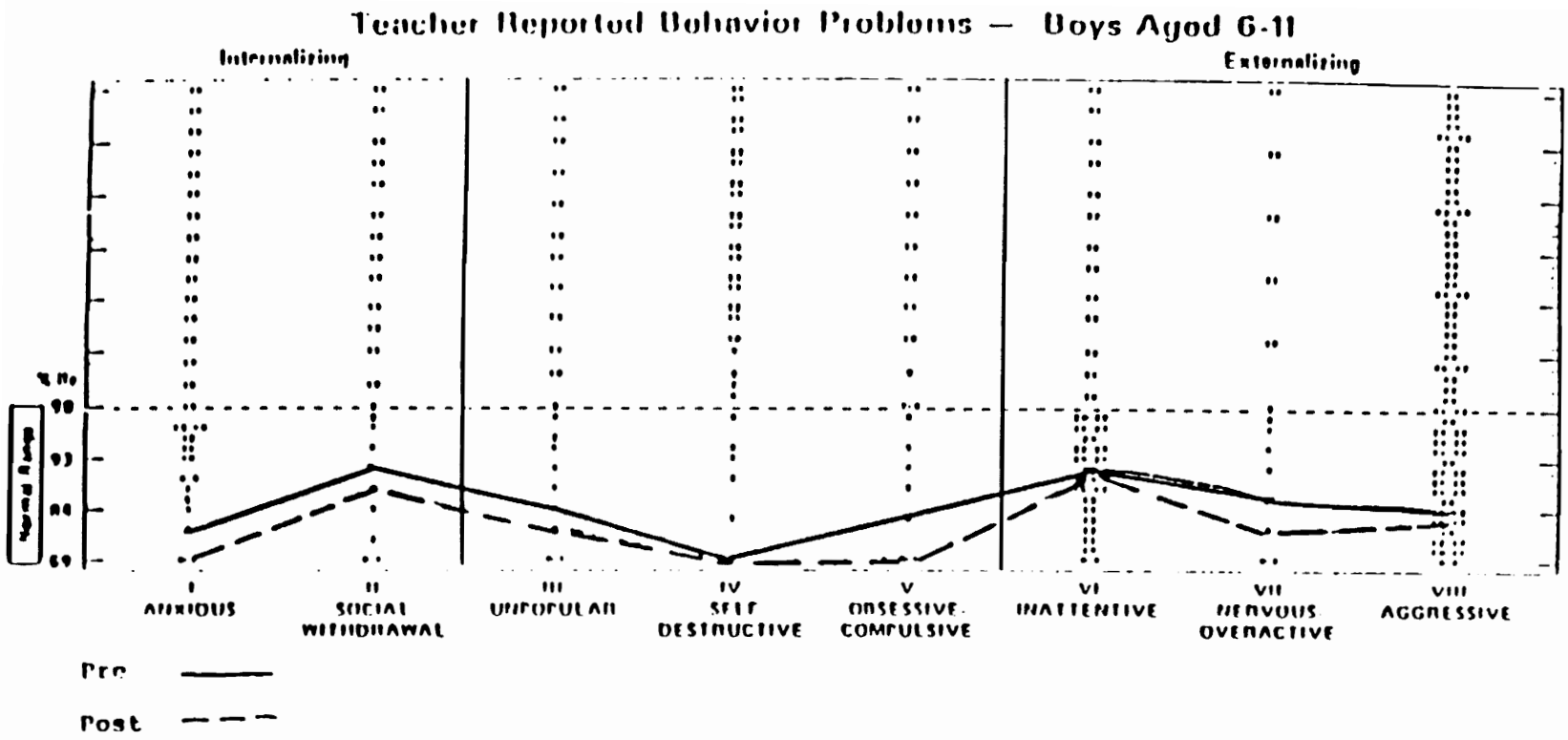

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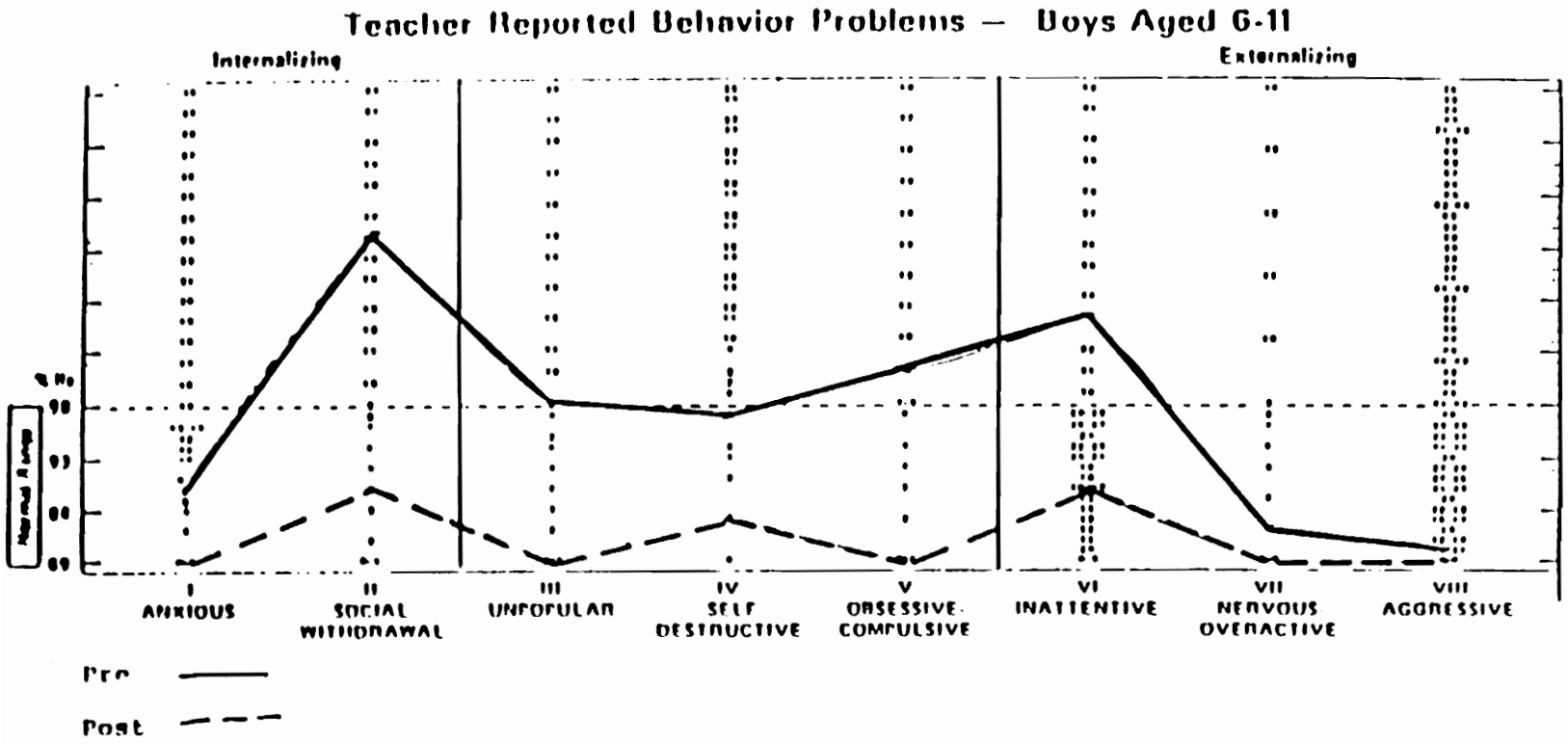

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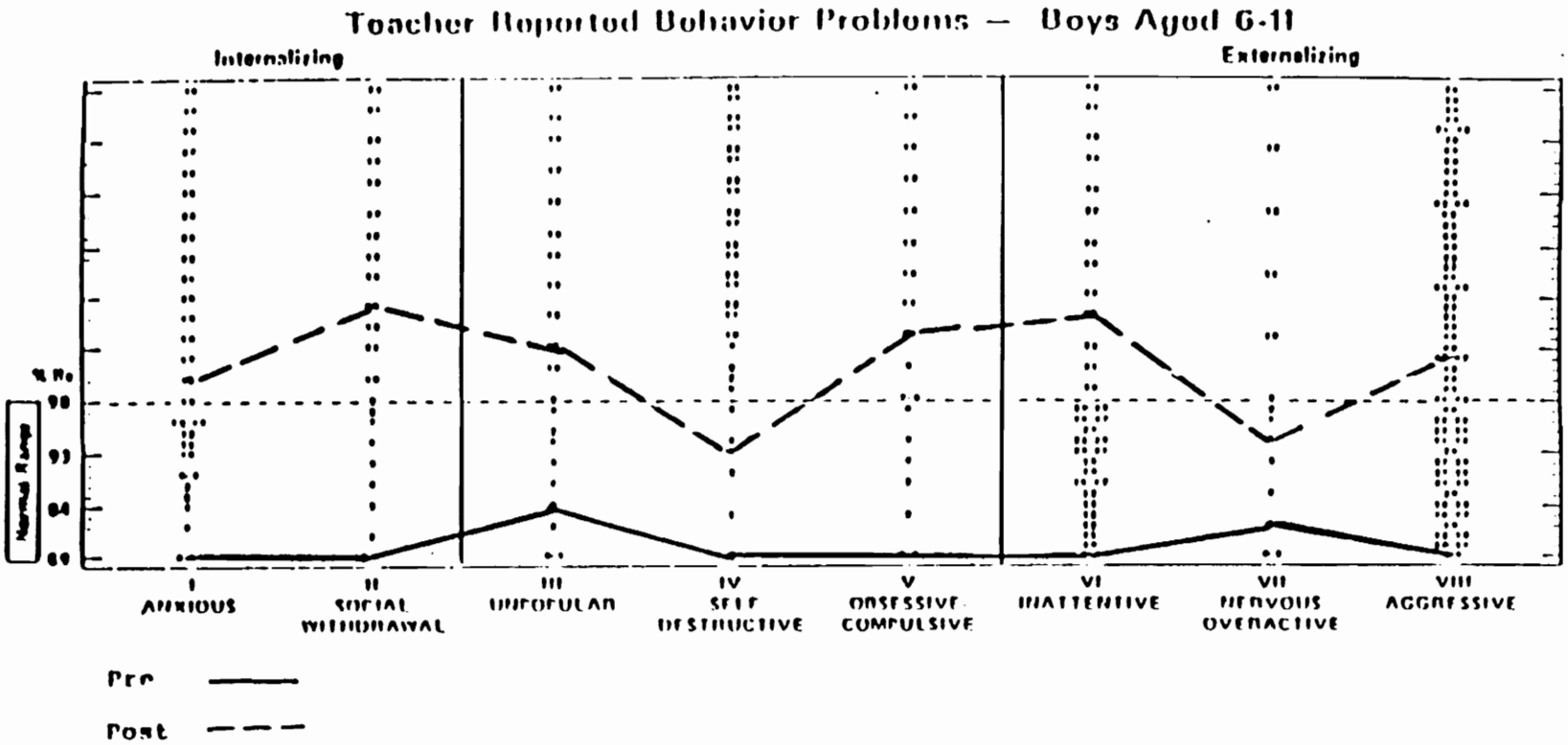

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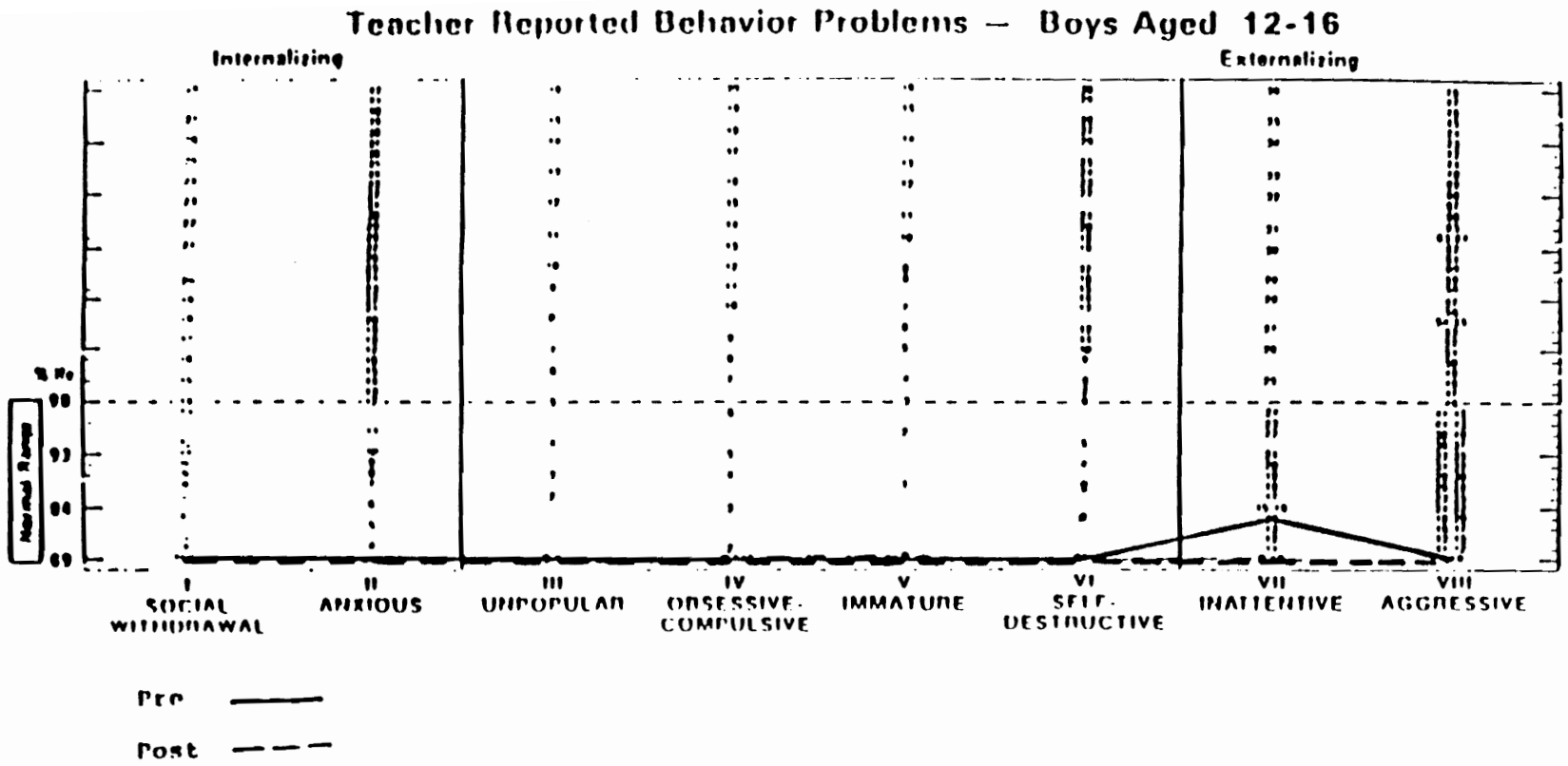

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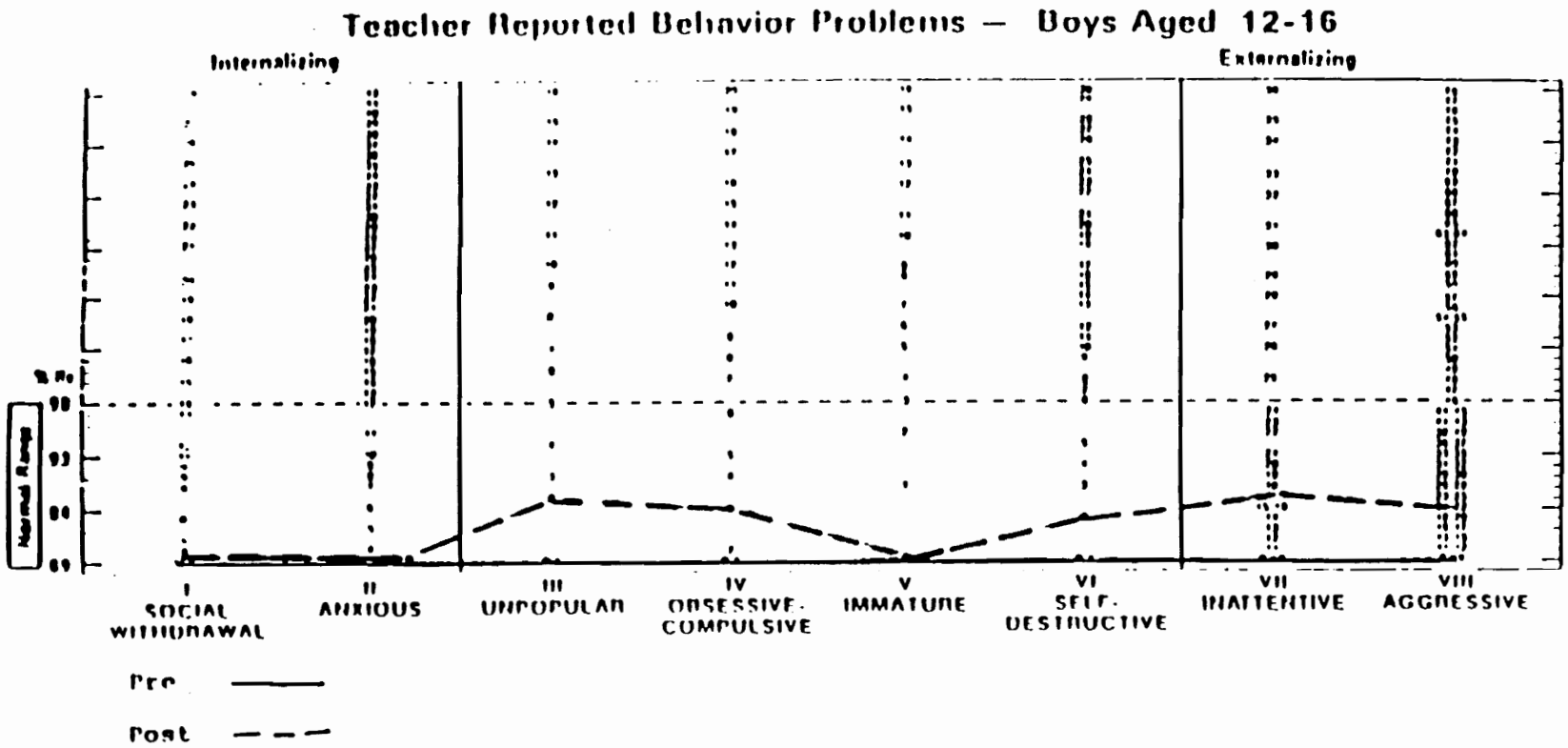
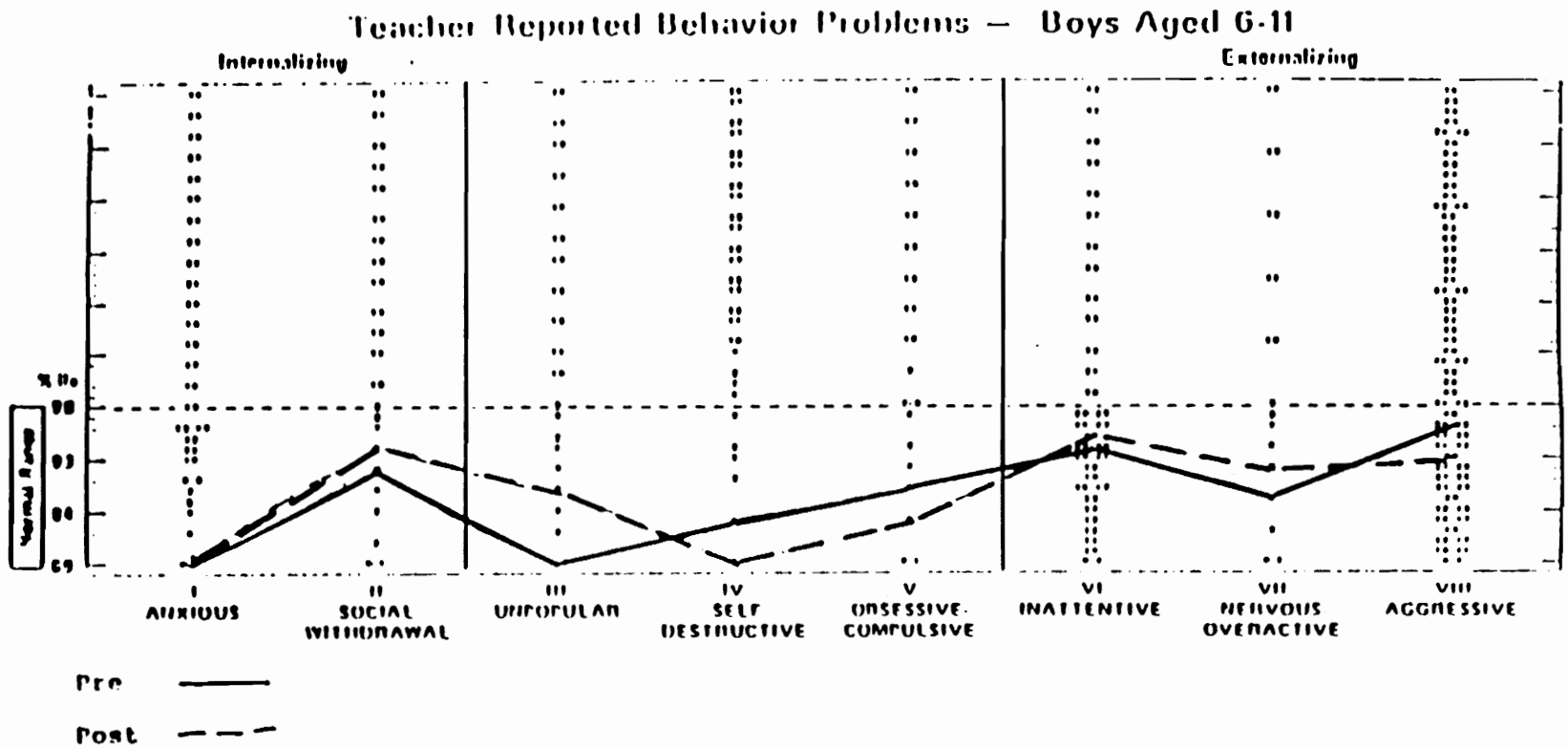


Subject 9, Treatment Group



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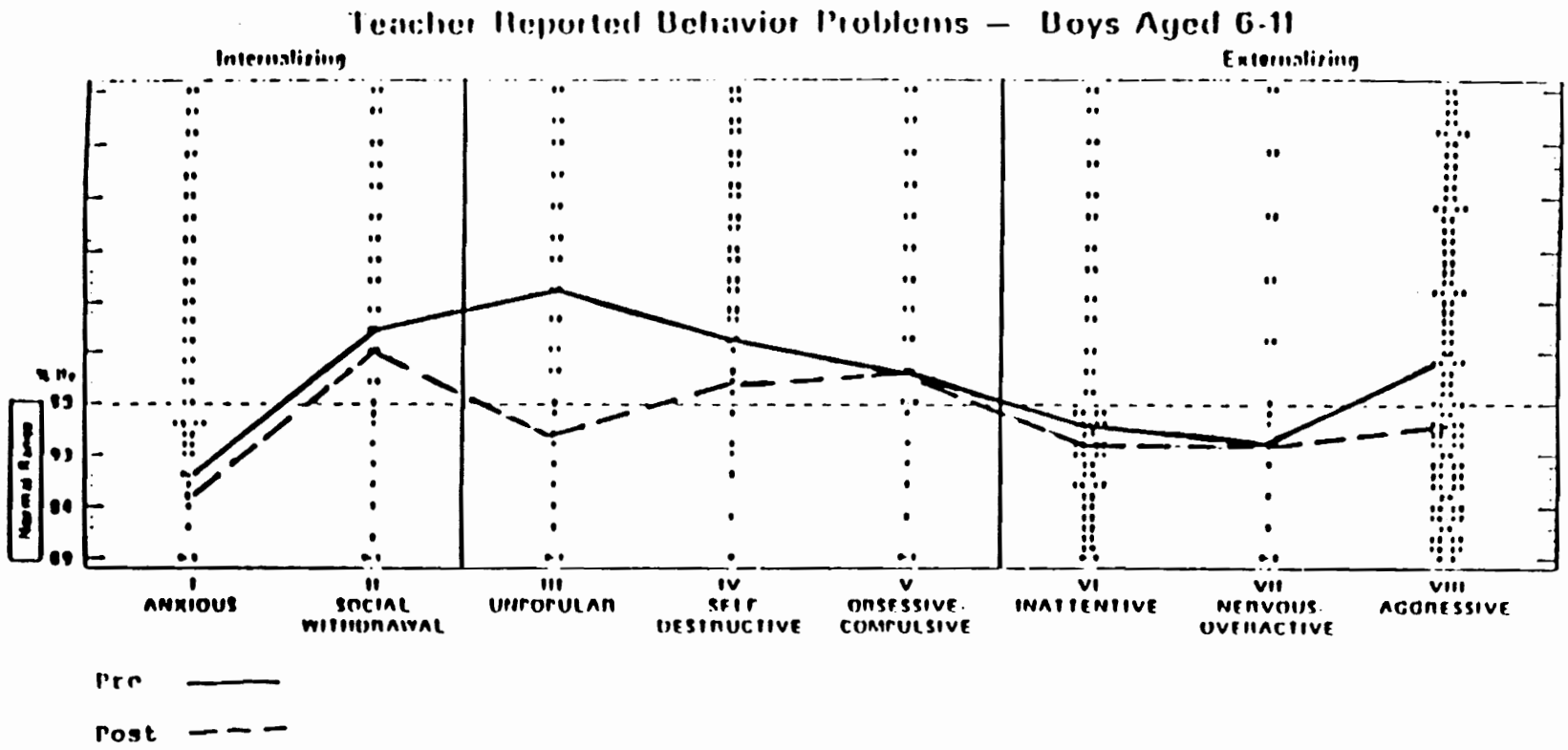

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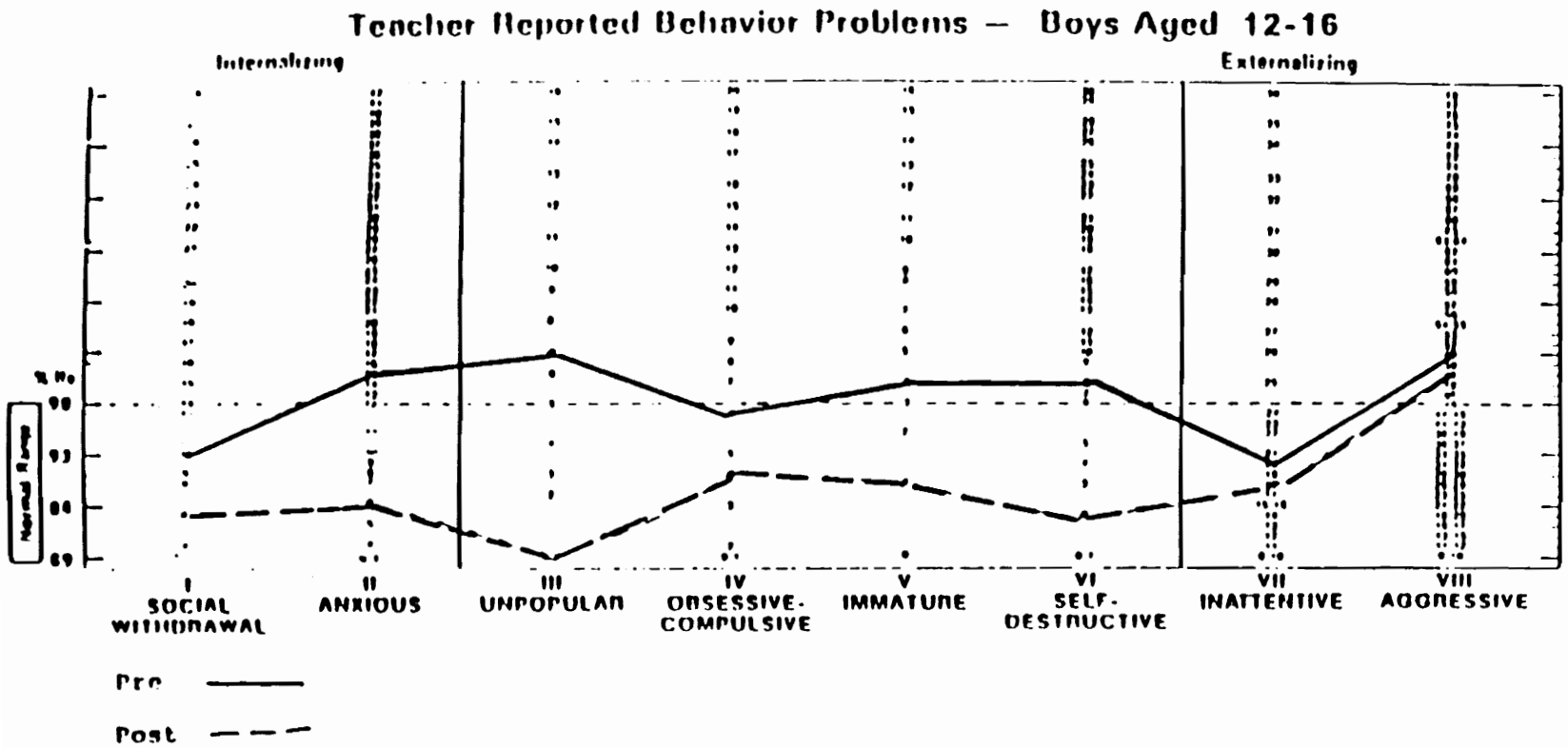

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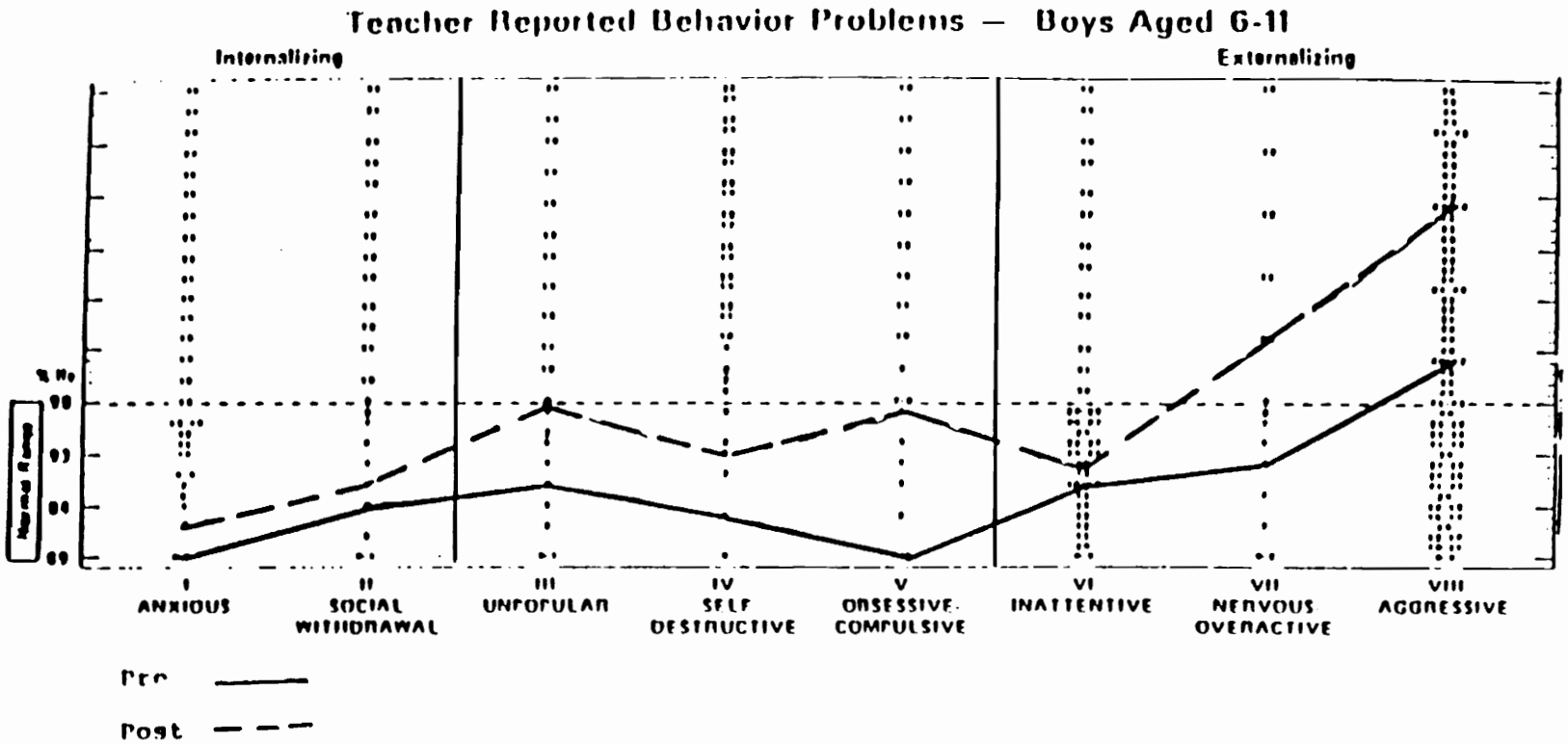

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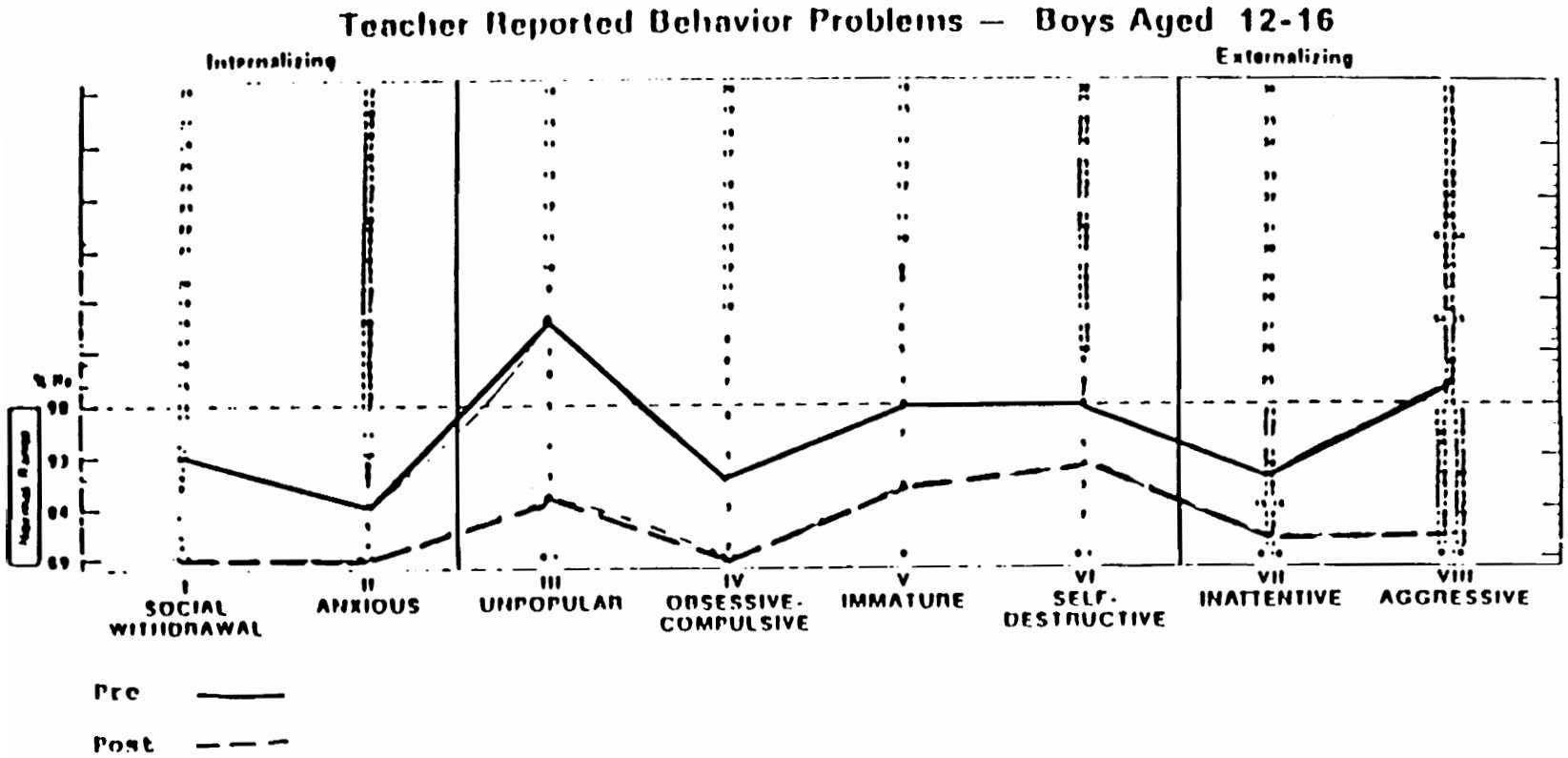

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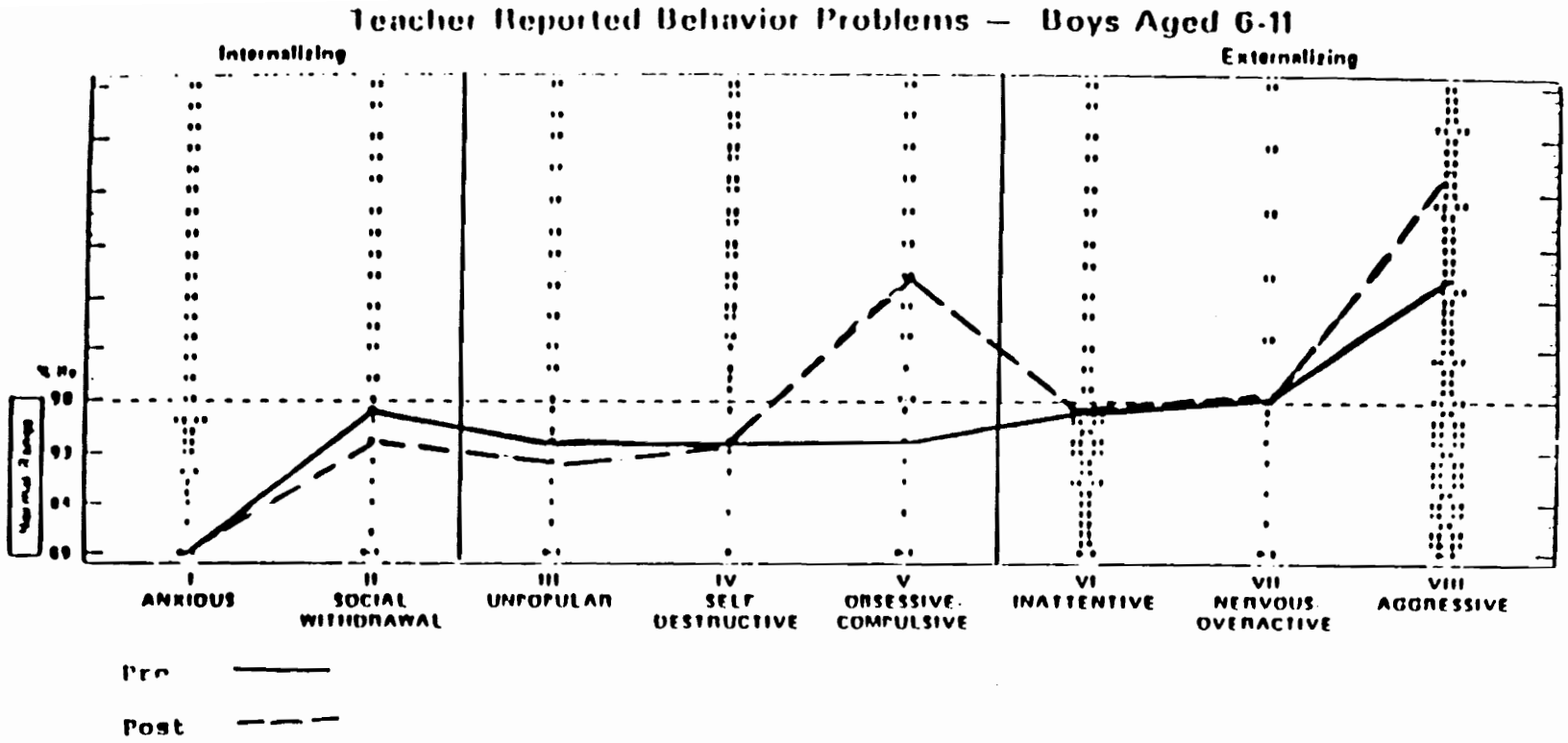
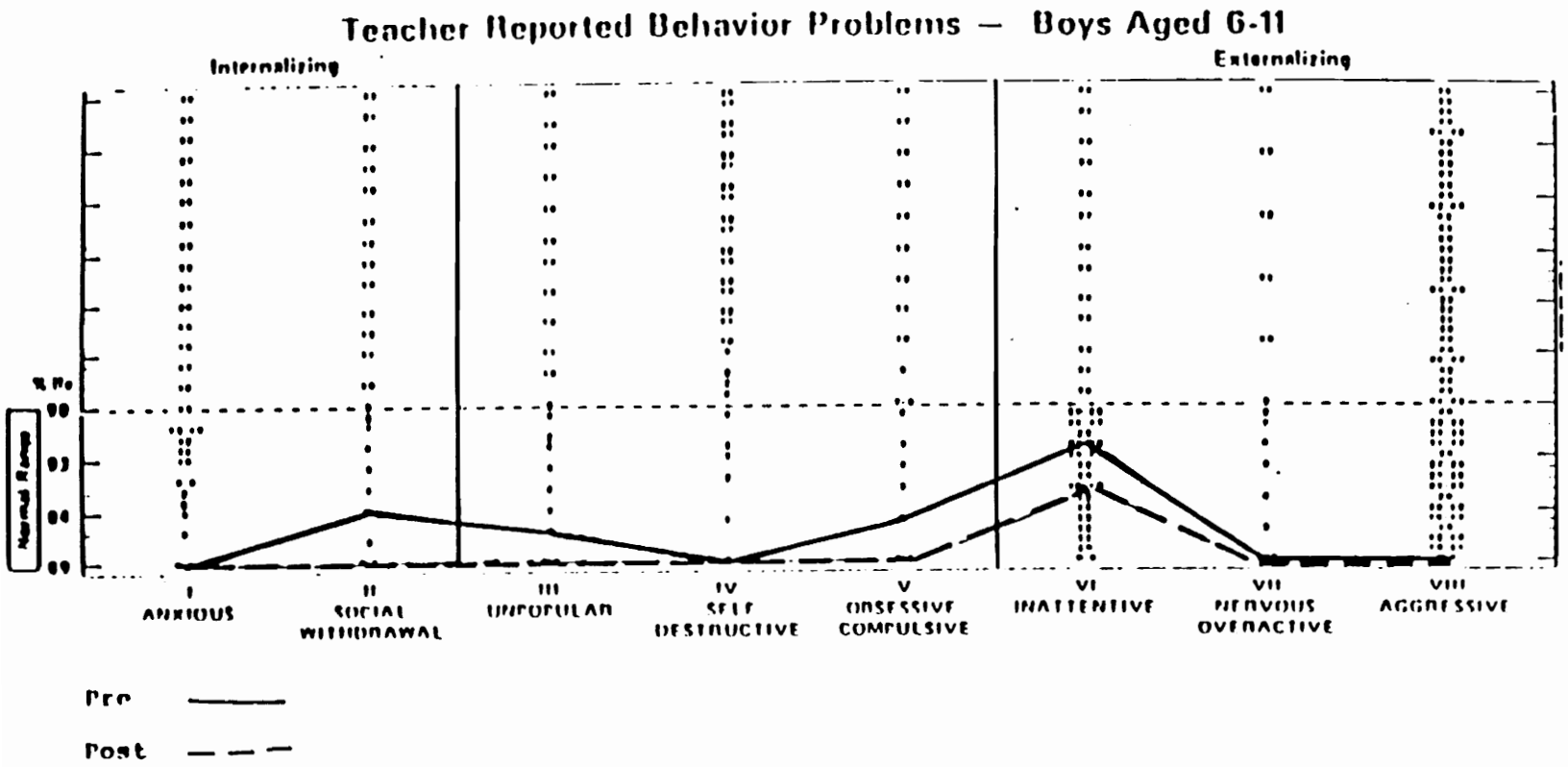


Subject 15, Treatment Group



Subject 16, Treatment Group

APPENDIX E

Profiles of the Child Behavior Checklist (CBCL)

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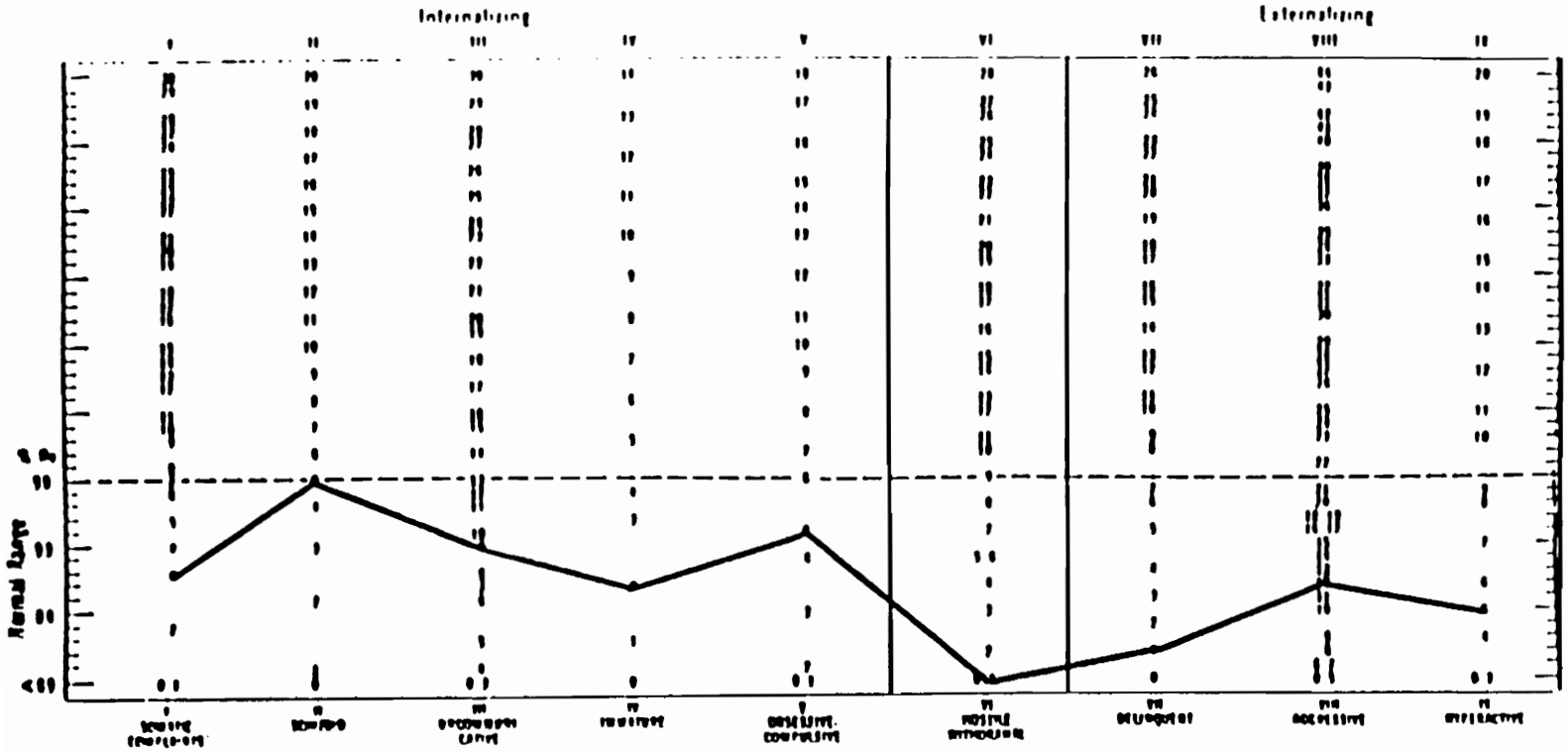
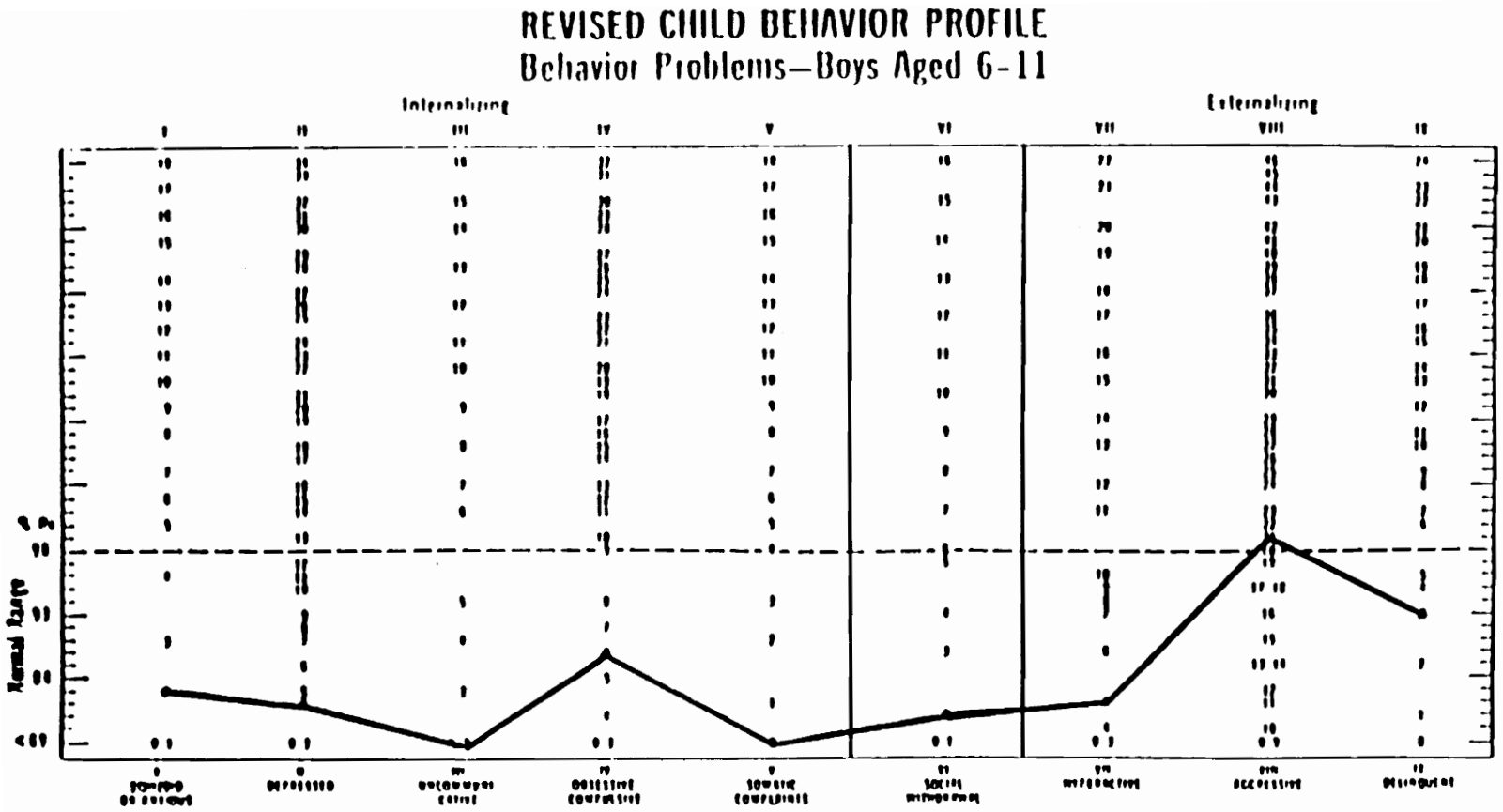


Subject 9, Treatment Group



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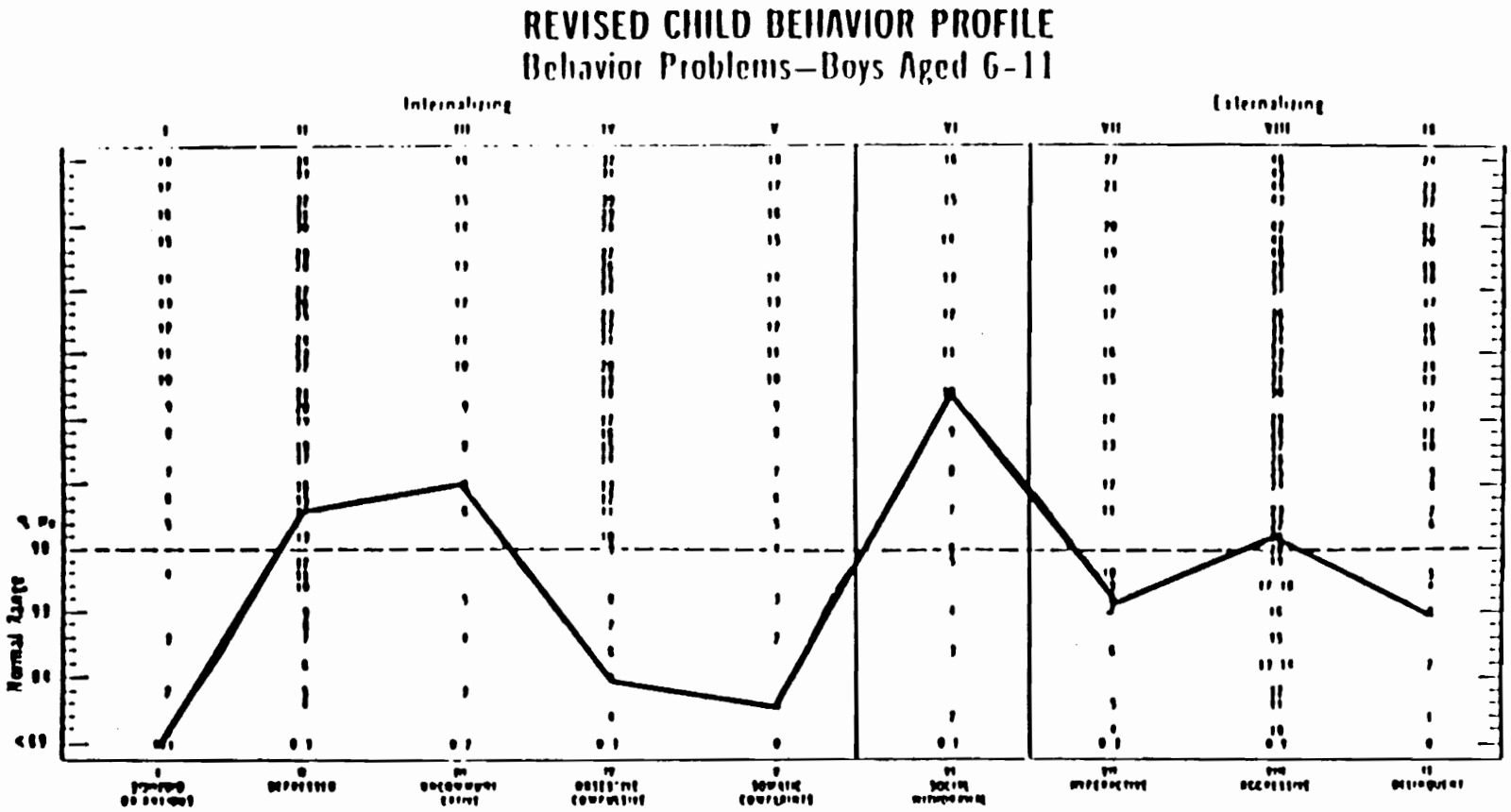
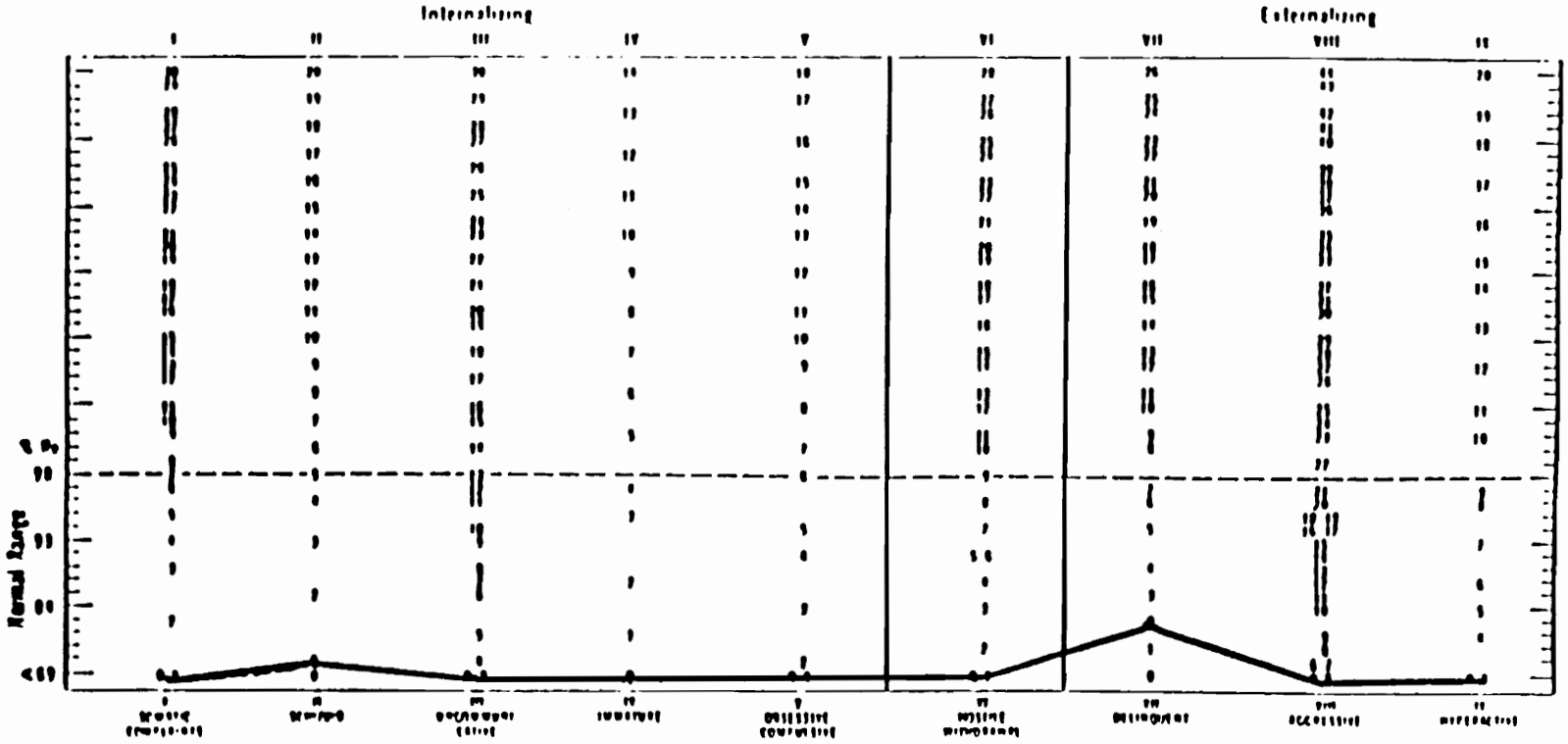


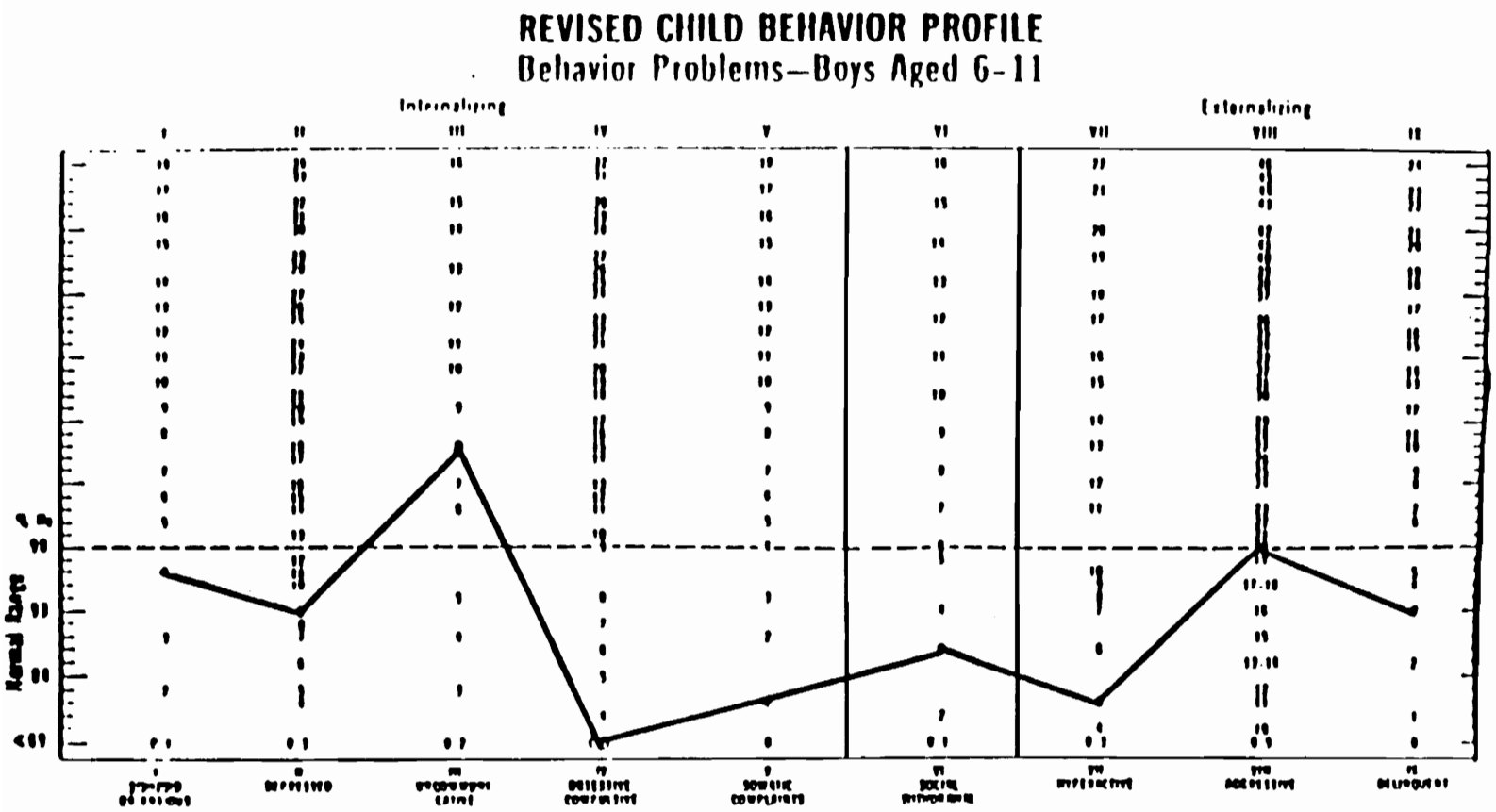
Subject 11, Treatment Group

REVISED CHILD BEHAVIOR PROFILE

Behavior Problems—Boys Aged 12-16



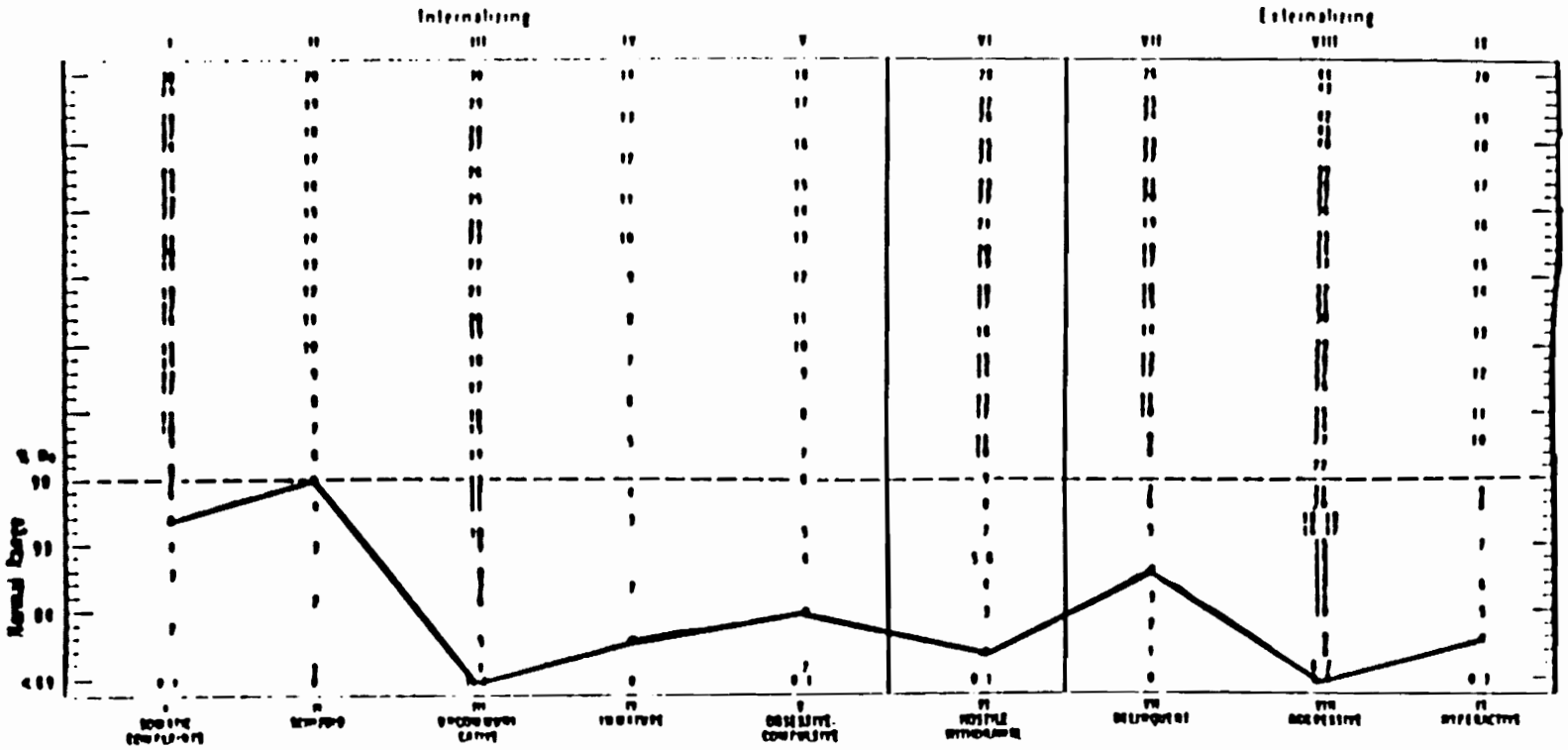
Subject 12, Treatment Group



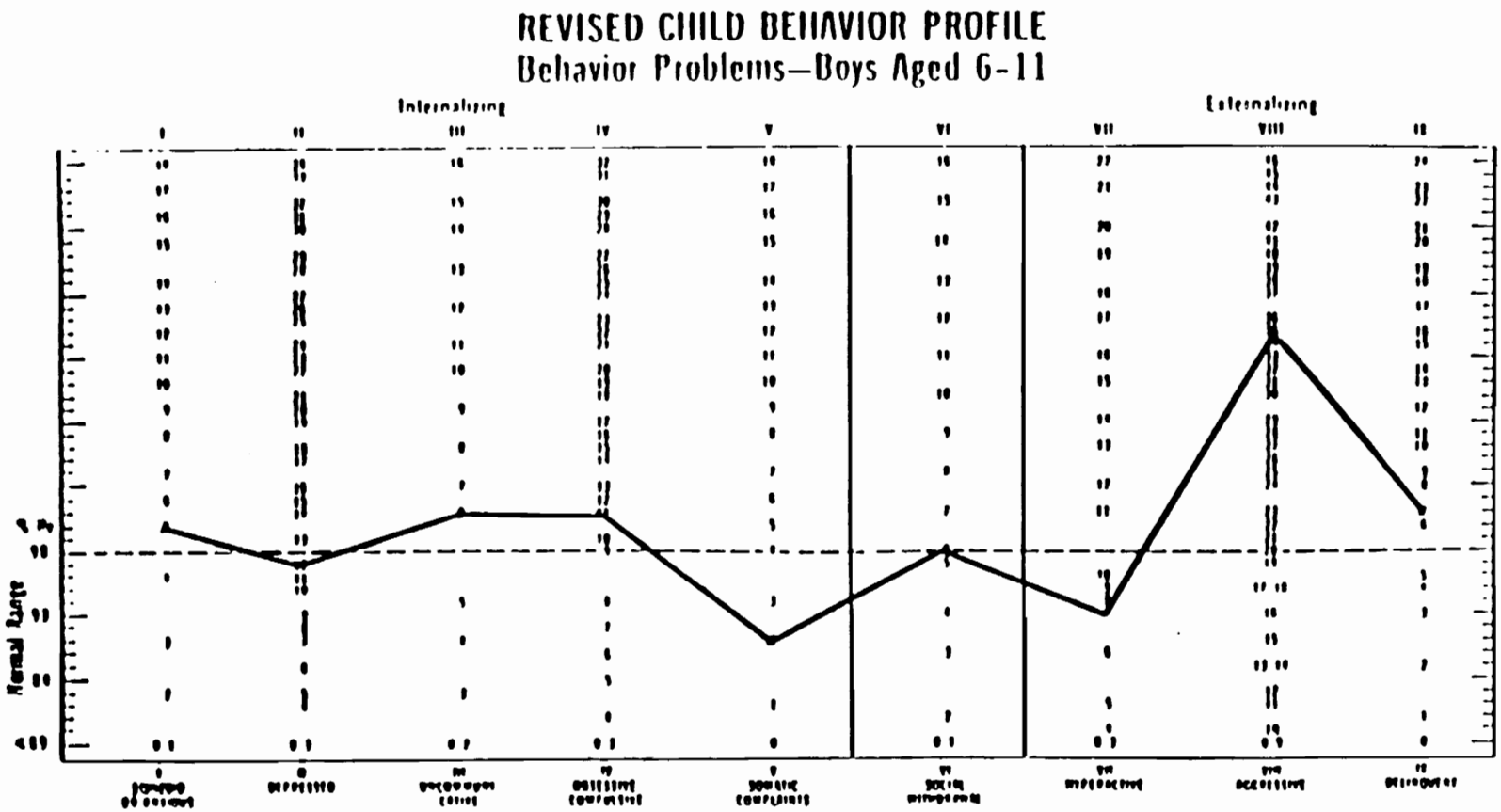
Subject 13, Treatment Group

REVISED CHILD BEHAVIOR PROFILE

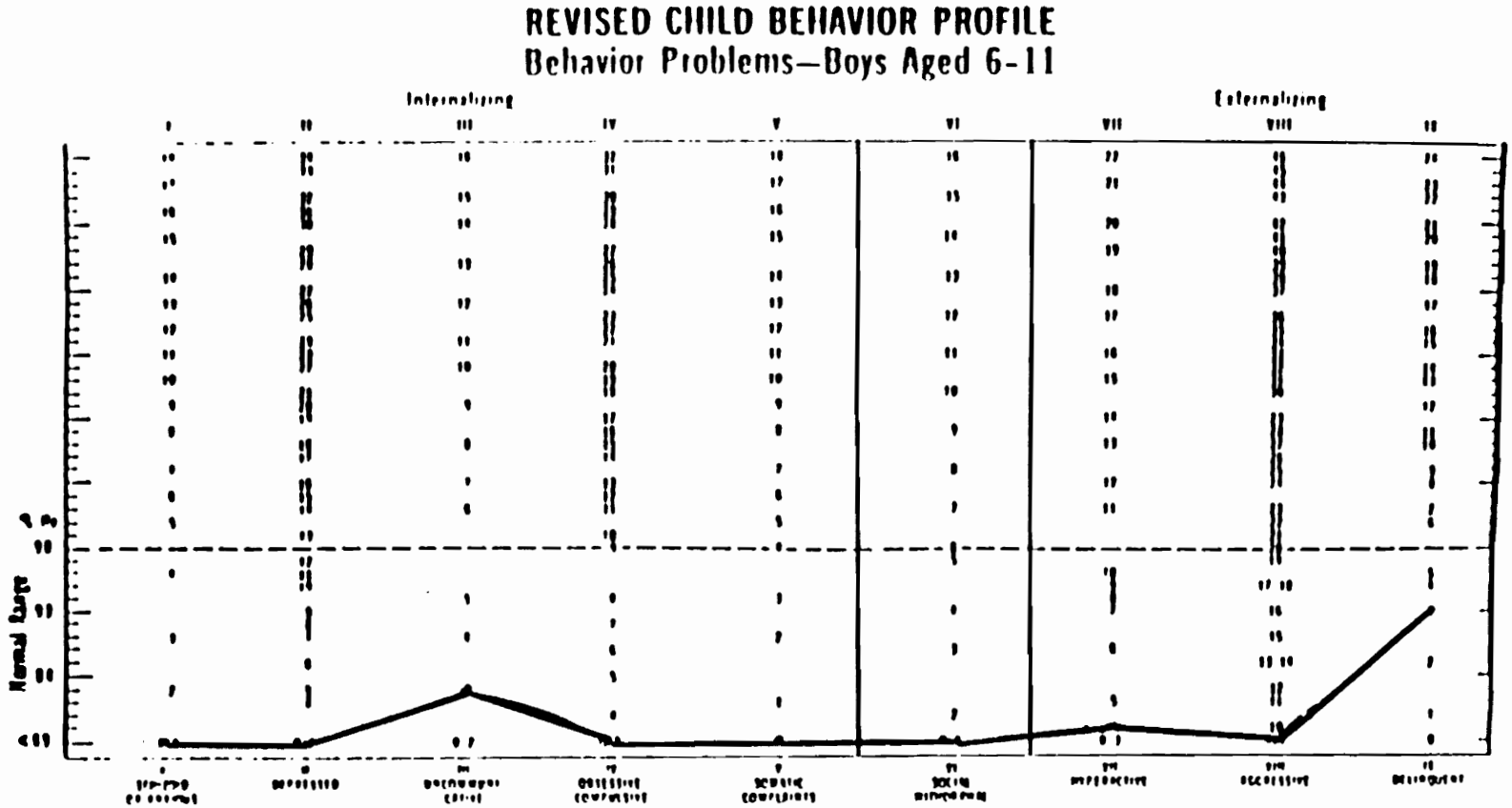
Behavior Problems—Boys Aged 12-16



Subject 14, Treatment Group



Subject 15, Treatment Group



Subject 16, Treatment Group

VITA

SHARON E. FERGUSON

6270 Edsall Road, #303 Alexandria, VA 22312

Education:

Virginia Polytechnic Institute and State University, Ed.D., 1990; Counseling/Pupil Personnel Services
Virginia Polytechnic Institute and State University, Certificate of Advanced Graduate Studies (CAGS), 1989; Counseling/Pupil Personnel Services
Virginia State College, M.S., 1977; Educational Psychology
Norfolk State College, B.S., 1971; Psychology

Work Experiences:

Arlington Public Schools, Arlington, VA:
- 9/89 - present: Elementary Counselor
- 9/86 - present: Pupil Personnel Services Specialist
- 9/81 - present: School Psychologist

CTB/McGraw-Hill, Hightstown, NJ:
- 4/79 - 9/81: Evaluation Consultant

Hampton City Schools, Hampton, VA:
- 9/78 - 4/79: School Psychologist
- 9/75 - 8/78: Coordinator of Testing, Research & Evaluation, Title I Program
- 4/72 - 6/74: Psychology Technician

Other Professional Activities:

Adjunct Instructor of Psychology:
- 3/88 - present: Northern Virginia Community College, Alexandria, VA
- 1/83 - 5/83: Virginia State University, Petersburg, VA
- 9/81 - 3/82: Northern Virginia Community College, Manassas, VA
- 9/77 - 3/78: Tidewater Community College, Chesapeake, VA

Consultant:
- 3/90 - present: Fairfax County Public Schools, Minority Speakers Bureau, Fairfax County, VA
- 1/88 - present: Assessment Associates, Falls Church, VA
- 1/86 - 10/88: Psycho-Social Services, Silver Spring, MD

Professional Organizations:

American Association for Counseling and Development
Association for Multicultural Counseling and Development
American School Counselor Association
National Association of School Psychologists

Professional Organizations: (Continued)

National Black Child Development Institute
National Education Association
Virginia Education Association
Arlington Education Association

Sharon E. Ferguson